Appendix-38
Resolution No. 27 {27-1 (27-1-6)}

INDEX
DEPARTMENT OF PSYCHOLOGY (Applied Psychology)
Semester-IV

B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

DISCIPLINE SPECIFIC CORE COURSE 10– :Approaches and Practice of 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
		Lecture	Tutorial	Practical/ Practice		
DSC 10: Approaches and Practice of Counselling	04	03	0	01	Class 12th pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:
- To build a comprehensive understanding of the profession of counselling
- To facilitate development of basic counselling skills
- To understand the application of counselling in different contexts

Learning outcomes

The Learning Outcomes of this course are as follows:
- By studying this course the student will be able to understand the nature and scope of counselling psychology, and its difference from other allied fields.
- By studying this course the students will understand the different techniques of counselling based on different approaches.
- By studying this course the students will become aware of the application of counselling in different settings

SYLLABUS OF DSC-

Unit 1: Counselling: process, issues and challenges   **(15 hrs)**

Definitions, Process and outcome of Counselling, Counselling and Psychotherapy, Personal and professional aspects of a counsellor (skills)**,** Ethical principles in counselling, Challenges of counselling profession in India.

Unit 2: Approaches to counselling (15 hrs)
Behavioural approach (behaviour modification techniques), cognitive approaches (Aaron Beck and Albert Ellis techniques), Freudian techniques, Rogerian approach, positive psychotherapy (Seligman, Rashid and Parks)

Unit 3: Application of counselling (15 hrs)
School counselling with a Solution Focused Brief Therapy lens, Super's model of career counselling, Queer affirmative therapy, Bowen's Family systems therapy

Practical (30 hrs)
Any two practical based on the topics covered in the above three units. The options are given below:

1 Skill based practicum based on Rogers' Person cantered approach
2 Understanding counselling process
3 Externship in school counselling
4 Learning counselling techniques based on CBT or REBT or Psychoanalytic approach or positive psychotherapy

Essential/Recommended Readings:

Bhola, P. &Raghuram, A. (2016). *Ethical Issues in Counselling and Psychotherapy Practice: Walking the line*. Springer. (Chapter 1, Chapter 9, Appendix A [Indian only])

Gladding, S &Batra, P. (2018) *Counselling: A comprehensive profession*. New Delhi: Pearson

Murphy, J.J. (2015). *Solutions Focused Counselling in Schools*. Wiley. (Chapter 3, Appendix E, G, H, J)

Nelson, R, J. (2015) *Theory and Practice of Counselling and Psychotherapy*. 6th edition. New Delhi: Sage South Asia.

Ranade, K., Chakravarty, S., Nair, P., &Shringarpure, G. (2022). *Queer Affirmative Counselling Practice - A Resource Book for Mental Health Practitioners in India*. Mumbai: Mariwala Health Initiative (chapter 5 and 6)

Seligman, L &Reichenberg, L.W. (2010) *Theories of counselling and Psychotherapy*. New Jersey: Pearson (SFBT and family systems)

Seligman, M. E. P., Rashid, T., & Parks, A. C. (2006). Positive psychotherapy. *American Psychologist*, 61(8), 774–788. https://doi.org/10.1037/0003-066X.61.8.774

Suggestive Readings

Capuzzi, D. & Stauffer, M. D. (2022). *Counselling and Psychotherapy: Theories and Interventions* (7th Ed.) American Counselling Association

Corey, G. (2009) *Counselling and Psychotherapy:Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.

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

Sharf, R. S. (2012). *Theories of Psychotherapy and Counselling: Concepts and Cases.*5th Edition. Belmont: Brooks/Cole (Cengage Learning) (Unit 3)

Colin Feltham, Terry Hanley, & Laura Ann Winter (2018). *The Sage Handbook of Counselling and Psychotherapy*. 4th Edition. Sage.

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

DISCIPLINE SPECIFIC CORE COURSE 11: Introduction to Psychological Assessment

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title &	Credi	Credit distribution of the course			Eligibility	Pre-
		Lecture	Tutorial	Practical		
DSC 11: Introduction to Psychological Assessment	4	3	0	1	Class 12th pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:
- To build a comprehensive understanding psychological assessment
- To facilitate development of basic psychological assessment skills
- To understand the application of Psychological assessment in different contexts

Learning Outcomes

After doing the course, the students would be able to
- Understand the basic principles of psychological assessment and its various phases.
- Develop knowledge of the ethical and legal issues involved in the assessment process
- Familiarise with the steps in test construction and test standardization
- Know about different scales of measuring psychological attributes

UNIT – I (15 Hours)
Introduction to Assessment: Historical development of Testing and assessment, Nature, Types and Scope of assessment. Comparison between test and assessment. Ethical and social consideration in testing and assessment (APA basic principles and standard Guidelines).

UNIT – II (15 Hours)

Test Construction and Standardisation: Item writing, Item analysis, Norms and Test Standardisation, Reliability, and Validity.

UNIT – III (15 Hours)

Types of Scales: Likert, Thurstone, Guttman and Semantic differential scale.

Applications and Future Directions**:** Uses of Psychological Tests in different settings. Future directions in psychological assessment (Virtual reality, Computer assisted assessment, assessment in multicultural context).

Practical (30 Hours)

Total of two Practicums -one each from the following areas:

1 Test Construction/Standardisation; Scale construction
2 Psychological assessment: Assessment through any one psychological tests or scale (e.g. Likert, Thurstone, Guttman and Semantic differential scale)

Essential/recommended readings:

Anastasi, A., & Urbina, S. (2003). *Psychological testing*. (7th ed). New Delhi: Prentice – Hall of India Pvt. Ltd.

Gregory, R. J. (2014). *Psychological testing: History, principals and applications.* (6th ed.) Boston: Pearson Education.

Mohanty, B., &Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: Sage Publications.

Murphy, K. R., &Davidshofer, C. O. (2019). *Psychological Testing: Principles and Applications.* 6th ed., New Delhi: Pearson.

Suggestive readings:

Aiken, L. R., &Groth-Marnet, G. (2009). *Psychological testing and assessment*. (12th ed). New Delhi: Pearson Education.

Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.

Kaplan, R. M., &Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues*. (8th ed.). New Delhi, India: Cengage.

Miller, L. A., Lovler, R. L., & McIntire, S. A. (2013). *Psychological Testing: A Practical Approach*. New Delhi: Sage Publications.

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 –: Inferential Statistics in Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

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

Learning outcomes

By studying this course, students will be able
- To understand advanced statistical techniques.
- To understand the statistical methods used in Statistical Inferences with a concept-focused approach.

SYLLABUS-

UNIT – I   **(15 Hours)**
Introduction to Inferential Statistics: Parametric and Non-Parametric Statistics, Testing hypothesis about single means (z and t): Random sampling distribution of means, Null and alternate Hypotheses; One-tailed (directional) and Two-tailed (non-directional) hypothesis; Characteristics of Student's distribution of t; Degrees of freedom; Assumptions of t-test; Levels of significance versus p-values.

UNIT – II **(15 Hours)**

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

UNIT-III **(15 Hours)**

Hypothesis Testing: More than two groups (One way ANOVA): Assumptions and calculation of one-way; Comparison of *t* and *F*. *Post Hoc* Comparisons (conceptual understanding). Chi-Square: Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies: Assumptions and calculations.

Practical component **(30 Hours)**

Total of two practicums from any of the following areas:
1   One practical based on comparison of two groups using t test
2   One practical based on comparison of more than two groups using ANOVA
3   One practical based on Chi-square

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

Essential/Recommended Readings:

Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd ed.). Oxford: Blackwell Publishers.

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

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

Suggestive Readings

Garrett, H.E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Private Ltd.

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

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DISCIPLINE SPECIFIC ELECTIVE COURSE 3– :Advances in Applied Social Psychology

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Course title	Credits	Credit distribution of the course			Eligibility	Pre-requisite of
		Lecture	Tutorial	Practical/ Practice		
DSE 3: Advances in Applied Social Psychology	04	03	0	01	Class 12th pass	Nil

Learning Objectives

- To understand Advanced Social Psychology and its various processes including social aspects of brain and behaviour
- To understand psychological aspects of economic and financial management and ongoing recent trends in Social Psychology

Learning outcomes

- By studying this course, the student will be exposed to the area of social neuroscience
- By studying this course, the students will understand the social bases of economic behaviour, like financial planning and decision making.
- By studying this course, the students will become aware of the emerging issues and problems that face social psychologists

SYLLABUS OF DSE-

UNIT-I (15 hrs)

Social Brain and Behaviour: Origins of social brains; Anatomy of brains; Chromosomes, genes and DNA; Research Method of Social Neuroscience; Application of Social Neuroscience; Evolution, Brain plasticity, Culture

UNIT-II (15 hrs)

Social Psychology of Personal Finance: Behavioural Economics and Financial Markets; Loss of aversion; Mental accounting; Decision Paralysis; Personal finance Planning, Tax Morale and Tax Compliance behaviour.

UNIT-III (15hrs)

Emerging Trends in Social Psychology: Social Cure, Social Psychology of Happiness; Social Psychology of religion, Social Psychology applied to environmental studies, Aggression in Everyday life (Explaining sexual aggression, Vulnerability factor for sexual victimization,, Hate crime, Aggression on the Road

Practicum: (30 hours)

Two practicums to be done, one each from the following two areas:

1) Social Psychology of Personal Finance

 2) Emerging Trends in Social Psychology

Essential/Recommended Readings:

Barrett, D. W. (2017). *Social Psychology: Core Concepts and Emerging Trends*. Sage Publication.

Glinonich, K. C., &Nisbett (2016). *Social Psychology*. WW Norton & Co. New York.

Jetten, J., Haslam, C. Haslam, S. A. (2012). *Social Cure: Identity Health and Well-being*. Psychology Press, New York.

Kirchler, E. (2009). *The Economic Psychology of Tax Behaviour*. Cambridge University Press, New York

Krahe, B. (2021). *The Social Psychology of Aggression*. Routledge, U.K.

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

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DISCIPLINE SPECIFIC ELECTIVE COURSE 4-:Foundations of Sports Psychology

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Course title	Credits	Credit distribution of the course			Eligibility	Pre-requisite
		Lecture	Tutorial	Practical/ Practice		
DSE 4: Foundations of Sports Psychology	04	03	0	01	Class 12th pass	Nil

Learning Objectives

- To understand the role of psychology in sports

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

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

- The study of this course will open another branch of psychology where they can work & contribute to society for instance working with sports organizations, National, State & District sports federations, Educational Setups, National, State & Youth Teams, Individual sportspersons etc.

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

Learning Outcomes

- To develop a foundational understanding of Sports Psychology
- To understand the application of psychological principles in Sports Psychology

UNIT-I: BASICS OF SPORTS PSYCHOLOGY   (15 hours)

Introduction (competitive & non-competitive physical activities): Historical Development (history of sports Psychology in India); Need & Scope of Sports Psychology; Relationship of Sports Psychology with other Sports Sciences (Anthropometry, Physiology, Biomechanics & Nutrition); Role of Sports Psychologist (imp of sports psy for athletes, coaches & others related to sports setting)

UNIT-II: PSYCHOPYSIOLOGICAL ASPECTS IN RELATION TO SPORTS PERFORMANCE **(15 Hours)**

Anxiety, Arousal (inverted u hypothesis, drive theory &IZOF) & Stress in relation to performance & its management; Biofeedback (GSR, EEG & EMG) (Relaxation Techniques (PMR, Autogenic Training, Deep Breathing, Yoga, meditation, & biofeedback-assisted relaxation); Perception & vision in relation to sports (Depth perception, peripheral vision) Anticipation, Attention & Concentration (Reaction Time & DM) in relation to performance & Management (Concentration Training, Self-talk, Thought stopping &centering).

UNIT-III: SOCIAL PSYCHOLOGY IN SPORTS **(15 Hours)**

Individual & Team sports (Team Cohesion: Nature, Correlates, and Development); Team Building: (Factor Affecting group performance: Homogeneity of the group, stability of membership, communication structure, social facilitation, and inhibition); Relationship of Team Cohesion to Team Success (cultural influences on teamwork: Building teams in the Indian Sport Context); Impact of the audience on Sport Performance

Practicals: **(30 hours)**

A total of two practical (from different units) of the following:
1. Any psychological test from the above units: measuring Sports Competitive Anxiety,Mental Toughness Dimensions, Test of Attentional & interpersonal Style etc.
2. Hands-on training on measuring Reaction Time, Anticipation Time, GSR, EMG, etc. assisted with any of the above-listed interventions.
3. FGD/ Simulated Exercise / Workshop /Case study of Indian sportsperson /Team.
4. Any one field based practical from the units above.

Essential/Recommended Readings:

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

Carron, A. V., Hausenblas, H. A., &Eys, M. A. (1998). *Group dynamics in sport*. *Organtown, WV: Fitness information Technology, INC, US*

Mohan, J. (2010). *Sports Psychology*: *Emerging Horizons*. New Delhi: Friends Publishers

Weinberg, R. S., & Gould, D. (1995). *Foundation of sports & Exercise psychology.* Champaign, I, Human Kinetics.

Suggestive Readings:

Kamlesh, M. L., Mohan J. (1987) The development of sport psychological research in India .*The Sports Psychologist*, 1, 257-261.

Perry, J. (2016). *Sports Psychology: A complete Introduction*. Hachette UK.

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 5– :Understanding Self and Others

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title &	Credit	Credit Distribution of the Course			Eligibility	Pre –
		Lecture	Tutorial	Practical/Practice		
DSE 5: Understanding Self and Others	4	0	0	4	Class 12th pass	Nil

Learning Objectives

- To be able to understand self and other
- To be able to understand the self; reflecting throughout the journey from childhood; be accountable for one's actions and be in touch with one's own emotions.
- To be able to understand issues related to that of gender and sexuality, group dynamics, diversity and stereotypes
- To demonstrate an understanding of the issues in communication, practice mindfulness, experience creativity and flow and be able to develop coping abilities to deal with stress
- To understand consumer culture and its impact, connect with nature, enjoy music as a way of self-knowledge and develop empathy

Learning Outcomes:

- Developing insights about how to build authentic relationship with self and others and embark on a journey of personal growth.
- Developing the skills of reflexivity and self-reflection.
- Acquiring skills to practice mindfulness, meditation and contemplation to live a deeper and more engaged life.
- Experiencing responsibility for self and others.

Syllabus of DSE-

This is an entirely practicum/experiential based paper. Format of the Practicum (experiential exercises):

- The aim of the practicum is to facilitate an experiential journey towards a deeper insight into self and social world and lead to self-development.
- A series of long workshops spread over the semester can be conducted. Other formats like short retreats followed by workshops may also be explored wherever possible.
- The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

The following are only suggestive practicals (experiential exercises) and similar practicals (experiential exercises) can be explored by the teacher. A total of four practicums -one from each unit can be conducted:

UNIT-I (18 hours)

1. Exploring the Self: The students undertake an experiential journey that leads to an initial answer to the question 'Who am I?
2. A Journey through Childhood: The students engage with their own childhood experiences and relive its joys, hurts, longings and aspirations. They learn to listen to each other's childhood experiences and empathize with them.
3. Taking Responsibility for One's Decisions: The students engage with situations where a critical decisions needed to be taken and their own response pattern in such situations. The students engage experientially with ways in which they can take much more conscious decisions and not hold others responsible for the default decisions that they allow them to make.
4. Engaging with the Emotional Self: The students explore their emotional selves through different experiential exercises.

UNIT-II (18 hours)

1. Gender and Sexuality: The students explore the issues related with gender and sexuality in an environment of openness and trust. Students also dialogue on issues like menstruation, child abuse, marital rape etc. and find ways to protect, care and nourish their own and others' physical and emotional selves.
2. Understanding Group Dynamics: The group dynamics are explored from the perspective of finding creative ways of understanding and resolving conflict. A nuanced understanding of leadership is explored which moves away from domination of 'others' towards listening and empathy as a way creating avenues for leading one's own self.
3. Challenging Stereotypes and Prejudice: The students undertake an experiential journey to confront conditioned habits, negativity, stereotypes and prejudice in one's outlook.
4. Engaging with Diversity: The students can engage with the concept of diversity and its varied dimensions.

UNIT-III (18 hours)

1. Communication: Observing the role of active listening, attention and empathy in communication; analyzing verbal and non-verbal communication patterns.
2. Practicing Mindfulness: The students learn to practice mindful ways of 'being' and action.
3. Creativity and Flow: The aim of the workshop is to encourage student-teachers to think originally and find ways of solving problems with open-mindedness, fluency and flexibility. The students learn to experience a state of 'flow' which evokes curiosity, deepens insight, can engage with complexity and sustains intrinsic interests.
4. Dealing with Stress: In this workshop the students examine the concept of the 'hurried psyche' and ways of slowing down that can help release stress and relax.

UNIT-IV (18 hours)

1. Artificial Desires - The Psychology of Consumer Culture: This workshop helps the students to examine the way in which the 'market' has entered our personal domains. It examines the way in which artificial desires are created and we are held hostage to a market that is geared towards fulfilling these false desires.
2. Connecting with Nature: To understand the value of 'slowing down' and being living in the 'present' through connection with nature. Learning to trust one's own senses and appreciating the beauty, rhythms and simplicity of nature.
3. Music and the Self: The students explore music as a way of self-knowledge.
4. Empathy, Wisdom and Compassion: The students learn to listen to each other with greater compassion and empathy. They collaboratively find way of extending compassion to oneself and others.

Essential/Recommended Readings:

Rosenberg, M. (2012). *Living nonviolent communication*. Boulder: Sounds True Pub.

Csikszentmihalyi, M. (1990). *Flow*. New York: Harper and Row.

Fromm, E. (2006). *The art of loving*. New York: The Harper Perennial Modern Classics.

The Mother. (2002). The science of living, in On education (pp. 3-8). *Complete works of The Mother* (2nded., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.

Thich N. H. (1999). *The miracle of mindfulness: Introduction to the practice of meditation*. Boston: Beacon Press.

Kumar, S. (2006). *You are therefore I am: A declaration of dependence*. New Delhi: Viveka Foundation.

Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.

Virmani, S. Had anhad: *Journey with Ram and Kabir*. An Audio-Video Resource

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

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of
		Lecture	Tutorial	Practical/ Practice		
GE- 12 IDENTIFYING AND DEALING WITH PSYCHOLOGICAL DISORDERS	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

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

Learning outcomes

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

SYLLABUS

UNIT – I **(15 Hours)**
Psychological Disorders: Criteria, Perspectives, Classification (DSM – 5), Psychological Assessment (Clinical Interview, Case History, Tests, Behavioral Assessment).

UNIT – II (21 Hours)

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

UNIT – III (9 Hours)

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

Practical component (30 Hours)

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

Tutorial component: Nil

Essential/recommended readings

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

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

Butcher, J. N., Hooley, J. M, &Mineka, S. (2019). *Abnormal Psychology (*17[th]ed), New Delhi: Pearson.

Corey, G. (2012). *Theory and Practice of Counselling and Psychotherapy* (11[th]ed), Cengage Learning.

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

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

Suggestive Readings

Ahuja, N. (2011). *A Short Textbook of Psychiatry*. Jaypee Brothers Medical Publishers.

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

Seligman, L. &Reichenberg, L.W. (2009) *Theories of Counselling and Psychotherapy: Systems, Strategies, and Skills*. (4th ed), Pearson.

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

GENERIC ELECTIVE COURSE GE- 13 PSYCHOLOGY AT THE WORKPLACE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE:13 PSYCHOLOGY AT THE WORKPLACE	4	3	1	0	Class 12th Pass	Nil

Learning Objectives

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

Learning   Outcomes

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

SYLLABUS

UNIT - I   **(9 Hours)**

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

UNIT - II   **(9 Hours)**

Contemporary Opportunities and Challenges: Telecommuting, Green Business Practices & Sustainability ,Workforce diversity, Gender discrimination & Sexual harassment,, Technology, Corporate Social Responsibility, Mental Health and Wellbeing.

UNIT - III   **(12 Hours)**

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

UNIT - IV   **(15 Hours)**

Leadership- Leadership: Early approaches to leadership (Trait, Behavioural), Contingency-(Fiedler's contingency model), Contemporary approaches to leadership- (Charismatic, Transformational & Transactional Leadership), Managing diversity as a core leadership competency, Indian perspective (Nurturant Task Leadership).
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Practical Component: Nil

Tutorial Component: **(15 Hours)**

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

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

Essential/recommended readings

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

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

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

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

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

Suggestive readings:

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

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

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

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

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

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

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

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

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

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GENERIC ELECTIVE COURSE GE- 14 PSYCHOLOGY OF ADJUSTMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if
		Lecture	Tutorial	Practical/ Practice		
GE:14 PSYCHOLOGY OF ADJUSTMENT	4	3	1	0	Class 12th Pass	Nil

Learning Objectives

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

Learning Outcomes

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

SYLLABUS

UNIT – I **(9 Hours)**

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

UNIT – II **(12 Hours)**

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

UNIT – III   (12 Hours)

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

UNIT – IV   (12 Hours)

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

Practical Component: NIL

Tutorial Component   (15 Hours)

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

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

Essential readings

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

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

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

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

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

Rozkwitalska, M., Sułkowski, Ł., &Magala, S. (2017). *Intercultural interactions in the multicultural workplace*. Springer: Cham, Switzerland.

Sinha, J. B. (2009). *Culture and organizational behaviour*. SAGE Publications India.

Takahashi, T. (2016). Creating the self in the digital age: young people and mobile social media. *The good life in Asia's digital 21st Century. Digital Asia Hub, Hong Kong*, 44-50.

Tuli, M., & Chaudhary, N. (2010). Elective interdependence: Understanding individual agency and interpersonal relationships in Indian families. *Culture & Psychology, 16(4),* 477-496.

Weinstein, E. C., Selman, R. L., Thomas, S., Kim, J. E., White, A. E., &Dinakar, K. (2016). How to cope with digital stress: The recommendations adolescents offer their peers online. *Journal of Adolescent Research, 31(4),* 415-441.

Weiten, W. (2021). *Psychology: Themes and variations.* Cengage Learning

Weiten, W., Dunn, D. & Hammer, E. (2018).*Psychology applied to modern life.* Cengage Learning

Suggestive readings

Chan, K. T. (2022). Emergence of the 'Digitalized Self' in the age of digitalization. *Computers in Human Behavior Reports, 6,* 100191.

Toffler, A. (1970). *Future shock.* Sydney. Pan.

HBR *guide to dealing with conflict (HBR Guide Series)*. Harvard Business Review Press.-2014.

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