

**B.A. Program Psychology**

<b>Semester</b>	<b>DSC/DSE/GE</b>	<b>Paper Name</b>	<b>Theory</b>	<b>Tutorial</b>	<b>Practical</b>
I	DSC-1	Fundamentals of Psychology	3	0	1
	DSC-2	Fundamentals of Cognitive Psychology	3	0	1
II	DSC-3	Introduction to Social Psychology	3	0	1
	DSC-4	Applications of Social Psychology	3	0	1
III	DSC-5	Understanding Mental Disorders	3	0	1
	DSC-6	Biopsychology	3	1	0
IV	DSC-7	Statistical Methods and Psychological Testing	3	0	1
	DSC-8	Emergence and Growth of Psychology	3	1	0
V	DSC-9	Organizational Behaviour	3	0	1
	DSC-10	Perspectives in Mental and Behavioral Disorders	3	0	1
	DSE-01	Positive Psychology	3	1	0
	DSE-02	Diversity and Inclusion in Institutions	3	1	0
	DSE-03	Self and Personal Growth	3	1	0
VI	DSC-11	Counselling Psychology	3	0	1
	DSC-12	Developmental Psychology	3	0	1
	DSE-04*	Psychological Research – Paradigms, Approaches and Methods	3	0	1
	DSE-05	Essentials of Media Psychology	3	1	0
	DSE-06	Managing Human Capital at Workplace	3	1	0
Sem 3, 5	GE (Odd) Level 200				
	GE-9	Industrial and Organisational Psychology	3	1	0
	GE-10	Media Psychology	3	0	1
	GE-11	Youth and Mental Health	3	0	1
	GE-12	Foundations of Developmental Psychology	3	1	0

	GE-13	Identifying and Dealing with Psychological Disorders	3	1	0
	GE-14	Psychology of Adjustment	3	0	1
Sem 4, 6	GE (Even) Level 200				
	GE-15	Foundations of Inquiry in Psychology	3	1	0
	GE-16	Psychology at the Workplace	3	0	1
	GE-17	Negotiating Intimate Relationships	3	0	1
	GE-18	Group Processes and Dynamics at Work	3	1	0
	GE-19	Disability and Rehabilitation	3	0	1
VII	DSC-13	Fundamentals of Inferential Statistics	3	1	0
	DSE-07	Development of Indian Psychological Thought	3	1	0
	DSE-08	Personality Psychology	3	0	1
	DSE-09	Introduction to Psychology of Gender	3	1	0
	DSE-10	School Psychology	3	1	0
	DSE-11	Yoga and Psychology	3	1	0
	DSE-04*	Psychological Research – Paradigms, Approaches and Methods	3	0	1
Sem 7	GE (Odd) Level 300				
	GE -20	Understanding Human Resources	3	0	1
	GE - 21	Understanding Diversity	3	0	1
	GE - 22	Psychology and Communities	3	0	1
	GE - 23	Cognitive Psychology in the Contemporary World	3	0	1
	GE - 24	Fundamentals of Sports Psychology	3	1	0
	GE - 25	Statistical Foundations for Psychological Research	3	0	1
VIII	DSC-14	Community Psychology	3	0	1
	DSE-12	Basics of Sports Psychology	3	1	0
	DSE-13	Consumer Behaviour	3	1	0

	DSE-14	Understanding and Dealing with Trauma	3	1	0
	DSE-15	Psychology of Ageing	3	1	0
	DSE-16	Intersections of Psychology and Technology	3	1	0
	DSE-17	Foundations of Neuropsychology	3	1	0
	DSE-18	Basic Psychotherapeutic Skills	3	0	1
Sem 8	GE (Even) Level 300				
	GE - 26	Basics of Counselling Psychology	3	0	1
	GE - 27	Conflict and Conflict Management at Work	3	0	1
	GE -28	Yoga and Psychology	3	0	1
	GE -29	Family Relations	3	0	1

Based on Undergraduate Curriculum Framework 2022

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY

### B.A. (PROGRAMME) PSYCHOLOGY COURSE

#### STRUCTURE, COURSES & SYLLABI OF SEMESTER - VII





# PSYCHOLOGY

## COURSES OFFERED BY DEPARTMENT OF PSYCHOLOGY

Psychology Courses for Undergraduate Programme of study with  
Psychology as one of the Core Disciplines

### DISCIPLINE SPECIFIC CORE COURSE – 13: FUNDAMENTALS OF INFERENTIAL STATISTICS

#### 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-13 Fundamentals of Inferential Statistics</b>	4	3	1	0	Passed Class 12 <sup>th</sup>	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with inferential statistical techniques in psychological research.
- To foster an understanding of the application of statistics tests for quantitative research in Psychology.

#### Learning Outcomes

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

- Have statistical understanding for review of literature of quantitative research in Psychology.
- Make informed choice about application of statistical techniques for quantitative data.
- Perform statistical analysis for quantitative data analysis in research using calculator.
- Interpret the results obtained from statistical tests.

#### SYLLABUS OF DSC-13

##### UNIT 1

(15 Hours)

Introduction to Inferential Statistics; Properties of Random Sampling Distribution of the Mean; Hypothesis Testing –  $t$  test – Calculation with raw scores and Assumptions (Single mean, Independent samples, Dependent samples); One-tailed and Two-tailed tests;  $p$ -Value; Errors in hypothesis testing; Power of test

**UNIT 2****(10 Hours)**

Confidence Intervals for Single Mean and Difference between two means (Calculation); Relation between Confidence Intervals and Hypothesis Testing; Advantages of Confidence Intervals

**UNIT 3****(10 Hours)**

Hypothesis testing – One-way Analysis of Variance (ANOVA); Basis of ANOVA, Calculation with raw scores, Assumptions, Comparison of  $t$  and  $F$ ; Conceptual understanding of Post Hoc Comparisons

**UNIT 4****(10 Hours)**

Chi-Square Test – Logic and Assumptions, Calculation for Goodness-of-fit, Test for Independence between two variables; Nonparametric Tests - Uses and Applications; Comparison with Parametric Tests

**Tutorial component –****(15 Hours)**

Data Analysis, interpreting output, and presenting results:

- $t$  test (Single Mean, Independent, Dependent Samples)
- One way ANOVA
- Chi-Square
- Non parametric
- Graphical presentation of results

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

Howell, D. C., (2013). *Statistical Methods for Psychology*. Wadsworth.

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

**Suggestive readings**

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

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

Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. 5th Edition, Sage Publications Ltd., London.

Lindner, A. M. (2012). Teaching Quantitative Literacy through a Regression Analysis of Exam Performance. *Teaching Sociology*, 40(1), 50–59. <http://www.jstor.org/stable/41503322>

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

Veeraraghavan, V. & Shetgovekar, S. (2016). *Textbook of Parametric and Non- Parametric Statistics*. New Delhi: Sage.

**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 VII:**

**DSE 7: Development of Indian Psychological Thought**

**DSE 8: Personality Psychology**

**DSE 9: Introduction to Psychology of Gender**

**DSE 10: School Psychology**

**DSE 11: Yoga Psychology**

**\*DSE 4: Psychological Research – Paradigms, Approaches and Methods**

**\*(Same as Semester VI)**

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 7: DEVELOPMENT OF INDIAN PSYCHOLOGICAL THOUGHT

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-7 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-7 Development of Indian Psychological Thought</b>	4	3	1	0	Passed Class 12 <sup>th</sup>	Nil

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To develop an understanding of the concepts of Indian psychological thought.
- To understand the process of self and personality from a developmental perspective and its involvement in health and healing.
- To facilitate an understanding into mapping selfhood in the context of relationships, motivation, action and agency.

### **Learning Outcomes**

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

- To formulate strategies to address issues in therapeutic, educational and organizational settings from the Indian perspective.

## SYLLABUS OF DSE-7

### UNIT 1

(12 Hours)

#### Introduction

Core Components of Indian Psychological Thought, Consciousness, the Nature of the Self in Indian Psychology: *Upanishadic* perspective, *Atman* (the soul), *Brahman* (ultimate reality), and their psychological significance; Differences between Indian and Western views of the mind, holistic approaches to understanding human nature.

### UNIT 2

(15 Hours)

#### Self-Development

Evolution of self through spiritual and psychological growth; Emotions and their transformation in Indian Psychology including practices such as mindfulness and meditation; Meaning and purpose in Life: Indian perspective.

### UNIT 3

(9 Hours)

#### Karma Theory

Concept of Karma Yoga in the *Bhagvad Gita* in relation to *Jnana Yoga* (knowledge) and *Bhakti Yoga* (devotion), laws of karma and the interplay between free will and destiny.

### UNIT 4

(9 Hours)

#### Applications of Indian Psychology

Counselling, education, health and organizations settings; stress management, and promoting well-being through ancient practices like Yoga and Ayurveda.

### Tutorial component –

(15 Hours)

#### Suggestive Tutorial Activities:

- Literature review
- Yoga and meditative exercises
- Emotional regulation activities
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Visit to yoga and meditation centres to understand the underlying processes

### Practical component - NIL

#### Essential/recommended readings

Bhawuk, D. (2011). *Spirituality and Indian Psychology: Lessons from the Bhagavad Gita*. New Delhi: Springer.

Cornelissen, M., Misra, G. & Varma, S. (2013). *Foundations and Applications of Indian Psychology*. New Delhi: Pearson.

Rao, K. R. & Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K. Printworld.

Rao, K. R., Paranjpe, A.C. & Dalal, A.K. (Eds.) (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press.



Rama, S. (2007). *Perennial Psychology of the Bhagad Gita*. New Delhi: Himalayan Institute Press.

### **Suggestive readings**

Dalal, A. S. (Ed.) (2001). *Living Within*. Pondicherry: Sri Aurobindo Ashram Trust.

Hiriyanna, M. (2000). *The Essentials of Indian Philosophy*. New Delhi: Motilal Banarsidas Publishers.

Yogananda, P. (1946/2002). *Autobiography of a Yogi*. Bombay: Jaico.

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## DISCIPLINE SPECIFIC ELECTIVE COURSE – 8: PERSONALITY 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-8 Personality 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 on various theoretical perspectives of personality and its assessment procedures.
- To learn about the contributions of key psychologists in the field of personality psychology.
- To learn about contemporary trends and issues in personality psychology.

#### Learning Outcomes

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

- Comprehend perspectives on personality and their foundational assumptions.
- Evaluate the contributions of key psychologists to the field of personality psychology.
- Apply theoretical concepts to practical scenarios, including personality assessment.

#### SYLLABUS OF DSE-8

##### UNIT 1

**(8 Hours)**

##### Introduction to Personality Psychology

Nature and Scope of Personality Psychology; Overview of key theoretical frameworks: Psychodynamic Theories, Humanistic-Existential Theories, Dispositional, Theories, Biological-Evolutionary Theories, Learning- Social Cognitive Theories and Contemporary trends in personality research

##### UNIT 2

**(20 Hours)**

##### Major Theories and Theorists in Personality Psychology

- Psychodynamic approach –Carl Jung and Eric Erickson
- Trait Theorists: Raymond Cattell, and Paul Costa and Robert McCrae.
- Humanistic and Existential Approach – Eric Fromm and Rollo May
- Social-cognitive – Walter Mischel and Albert Bandura

### UNIT 3

(10 Hours)

#### **Cultural Foundations of Personality: A Global and Indian Perspective**

Cultural and Gender Influences on Personality Development; Indian Framework of Personality: The Triguna Theory and the Panchkosha Theory of Self; Personality studies in India.

### UNIT 4

(7 Hours)

#### **Assessment and Applications**

Assessment of Personality- Objective, Subjective, and Projective techniques, Applications – Personality and mental health: links to anxiety, depression, resilience, Personality in the workplace: leadership and job performance.

#### **Tutorial component - NIL**

#### **Practical component**

(30 Hours)

Suggestive list of practical:

- Trait Theory-Based Personality Assessment
- Personality Profiling through Case Studies
- Projective and Semi-Projective Personality Assessments
- Cross-Cultural Personality Assessments

#### **Essential/recommended readings**

Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44(1), 1–26.  
<https://doi.org/10.1111/j.1744-6570.1991.tb00688.x>

Campbell-Sills, L., Cohan, S. L., & Stein, M. B. (2006). Relationship of resilience to personality, coping, and psychiatric symptoms in young adults. *Behaviour Research and Therapy*, 44(4), 585–599.  
<https://doi.org/10.1016/j.brat.2005.05.001>

Feist, J., Feist, G.J., & Roberts, T.A. (2018). *Theories of personality*. McGraw-Hill Education.

Jakhar, S. (2019). Panchakosha. *International Journal of Yogic, Human Movement and Sports Sciences*, 4(1), 1382-1384. <https://www.theyogicjournal.com>

Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765–780.  
<https://doi.org/10.1037/0021-9010.87.4.765>

Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking "big" personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. *Psychological Bulletin*, 136(5), 768–821.  
<https://doi.org/10.1037/a0020327>

Larsen, R. J., & Buss, D. M. (2021). *Personality Psychology: Domains Of Knowledge About Human Nature*. McGraw Hill.

Medina-Craven, M. N., Ostermeier, K., Sigdya, P., & McLarty, B. D. (2022). Personality research in the 21st century: new developments and directions for the field. *Journal of Management History*. doi.org/10.1108/JMH-06-2022-0021

Singh, J. K., & Tung, N. S. (2019). Personality studies in India. In G. Misra (Ed.), *Psychology: Volume 2: Individual and the social: Processes and issues* (pp. 1–52). New Delhi: Oxford University Press. <https://doi.org/10.1093/oso/9780199498857.003.0001>

Srivastava, K. (2012). Concept of personality: Indian perspective. *Industrial Psychiatry Journal*, 21(2), 89-93. doi: 10.4103/0972-6748.119586

### **Suggestive Readings**

Bienvenu, O. J., & Stein, M. B. (2003). Personality and anxiety disorders: A review. *Journal of Personality Disorders*, 17(2), 139–151. <https://doi.org/10.1521/pedi.17.2.139.23986>

Clark, L. A., & Watson, D. (1991). Tripartite model of anxiety and depression: Psychometric evidence and taxonomic implications. *Journal of Abnormal Psychology*, 100(3), 316–336. <https://doi.org/10.1037/0021-843X.100.3.316>

Corr, P. J., & Mathews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge University Press.

Ewen, R.B. (2014). *An Introduction to Theories of Personality*. Psychology Press

Lahey, B. B. (2009). Public health significance of neuroticism. *American Psychologist*, 64(4), 241–256. <https://doi.org/10.1037/a0015309>

Misra, G., & Mohanty, A. K. (2002). *Perspectives on Indigenous Psychology*. Concept Publication Company.

Schultz, D. P., & Schultz, S. E. (2016). *Theories of Personality*. Wadsworth, Cengage Learning.

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## DISCIPLINE SPECIFIC ELECTIVE COURSE – 9: INTRODUCTION TO PSYCHOLOGY OF GENDER

### 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-9 Introduction to Psychology of Gender</b>	4	3	1	0	Passed Class 12 <sup>th</sup>	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to define and evaluate gender as a social construct.
- To understand the ways in which gender, power, privilege, and oppression play out across a range of human experiences.

### Learning Outcomes

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

- Examine the growth of gender as a construct in psychological research.
- Critically analyse the different perspectives highlighting the development of the concept of gender.
- Reflect on issues and challenges based on gender and identity.
- Apply the principles of equality and equity in various facets of life.

## SYLLABUS OF DSE-9

### UNIT 1

**(9 Hours)**

Conceptualizing gender: Social construction of gender; Historical understanding of gender in psychology

### UNIT 2

**(12 Hours)**

Theoretical perspectives of gender development: Psychoanalytic, Cognitive-developmental, Gender Schema, Biological, Social Cognitive Theory

### UNIT 3

**(12 Hours)**

Gender based issues and challenges: Discrimination against gender spectrum.

### UNIT 4

**(12 Hours)**

Current frontiers in psychology of gender: Promoting equality and equity; Gender neutral parenting; Gender similarities hypothesis

## **Tutorial component**

**(15 Hours)**

### **Suggested Tutorial Activities:**

- Literature review on topics such as gender diversity, POSH Act, gender neutral parenting etc.
- Movie screening and discussion on gender roles
- Constructing childhood memoirs that shaped sensibilities around the students' gender roles.
- Find and write about an NGO which work towards gender empowerment.
- Case study analysis of cultural differences in gender role perception.
- Book review

### **Practical component – NIL**

### **Essential/recommended readings**

Vyas, A. N., Malhotra, G., Nagaraj, N. C., & Landry, M. (2020). Gender attitudes in adolescence: evaluating the Girl Rising gender-sensitization program in India. *International Journal of Adolescence and Youth*, 25(1), 126-139.

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

Etaugh, C. A., & Bridges, J. S. (2015). *Women's lives: A psychological exploration*. Psychology Press.

Helgeson, V. S. (2015). *The psychology of gender*. Psychology Press.

Hyde, J. S. (1990). Meta-analysis and the psychology of gender differences. *Signs: Journal of women in culture and society*, 16(1), 55-73.

Koehler, G. (2016). Tapping the Sustainable Development Goals for progressive gender equity and equality policy? *Gender & Development*, 24(1), 53-68.

Lorber, J. (1994). Night to his day": The social construction of gender. *Paradoxes of gender*, 1, 1-8.

Martin, K. A. (2005). William wants a doll. Can he have one? Feminists, child care advisors, and gender-neutral child rearing. *Gender & Society*, 19(4), 456-479.

### **Suggestive readings**

Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT 1. *Gender, Work & Organization*, 10(2), 137-153.

Bhasin, K. (2000). *Understanding gender*. Kali for women.

Chrisler, J. C., & McCreary, D. R. (2010). *Handbook of gender research in psychology* (Vol. 1, p. 558). New York: Springer.

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, 43, 1241.

Nakkeeran, N., & Nakkeeran, B. (2018). Disability, mental health, sexual orientation and gender identity: understanding health inequity through experience and difference. *Health research policy and systems*, 16, 9-19.

Pandey, P. (2014). Equality: As a social principle described in vedic tradition. *Veda-Vidya*, 24, 149-158.

Sweetman, C. (Ed.). (2001). *Men's involvement in gender and development policy and practice: beyond rhetoric*. Oxfam.

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## DISCIPLINE SPECIFIC ELECTIVE COURSE – 10: SCHOOL 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-10 School 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 introduce basic concepts of School Psychology to the students.
- To learn strategies for effective assessment and intervention to support students' academic, social-emotional, and behavioural development.
- To promote the well-being of children and adolescents in the school setting.

#### Learning Outcomes

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

- Develop an understanding of the fundamentals of School Psychology.
- Understanding strategies for effective assessment and intervention to support students' academic, social-emotional, and behavioural development.
- Promoting the well-being of children and adolescents in the school setting.

### SYLLABUS OF DSE-10

#### UNIT 1

**(10 Hours)**

##### Introduction to School Psychology

Orientation to School Psychology (Nature, Historical and Current trends, Scope and Allied Fields), Role and Function of School Psychologist as a Professional, Overview of the Indian School System and Educational Policy in India, Socio-cultural Diversity

#### UNIT 2

**(10 Hours)**

##### Theoretical and Conceptual Underpinnings

Application of Psychological Theories in Classrooms (e.g., Piaget, Vygotsky, Gardner, Erikson and Bronfenbrenner), Indian Perspectives on Teaching Learning and Schooling (Guru-Shishya Parampara), Role of Family and Community in Schooling



### UNIT 3

(12 Hours)

#### Addressing Contemporary Concerns among School Students

Academic Concerns (Learning Difficulties, Neurodevelopmental Issues, Exceptional and Gifted Children), Social Emotional Concerns (Stress and Anxiety, Body Image, Peer Pressure), Behavioural Concerns (Conduct issues, Digital dependency)

### UNIT 4

(13 Hours)

#### Assessments and Interventions in School Settings

Assessment (Comprehensive Psycho-educational Assessment); Intervention – School Mental Health, Crisis Intervention, Bullying, Abuse; School-based remedial programme for the child - art therapy, play therapy, problem-solving; Vocational and career guidance

#### Tutorial component

(15 Hours)

##### Suggested Tutorial Activities:

- Psycho-educational testing applicable in school setting
- Role play between teacher and learner
- Case study analysis
- Movie review
- Interventions designed to promote mental health, social emotional concerns, academic Concerns, or behavioural concerns
- Book review
- Policy review around child development
- Documenting experiences of school children
- Cultural practices in schooling

#### Practical component – NIL

#### Essential/recommended readings

Berk, L. E. (2018). *Development through the lifespan* (Seventh edition). Pearson.

Chaudhary, N. (2013). *Parent beliefs, socialisation practices and children's development in Indian families* [Major Research Project]. University Grants Commission.

Kapur, M. (2011). *Counselling Children with Psychological Problems* (1st ed.). Pearson Education India.

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

Merrell, K. W., Ervin, R. A., Peacock, G. G., & Renshaw, T. L. (2022). *School psychology for the 21st century: Foundations and practices* (Third edition). The Guilford Press.

Mohan, L., Yilanli, M., & Ray, S. (2023). Conduct Disorder. In *StatPearls [Internet]*. StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK470238/>

- Patwa, S. S., Peverly, S. T., Maykel, C., & Kapoor, V. (2019). Roles for school psychologists in the challenging Indian education landscape. *International Journal of School & Educational Psychology*, 7(2), 94–101. <https://doi.org/10.1080/21683603.2019.1570886>
- Ramalingam, P. (2011). Prospects of School Psychology in India. *Journal of the Indian Academy of Applied Psychology*, 37(2), 201–211.
- Saraswati, T. S., Menon, S., & Madan, A. (Eds.). (2018). *Childhoods in India: Traditions, trends, and transformations* (First South Asia edition). Routledge.

### **Suggested readings**

- Agrawal, R., & Rao, B. V. L. N. (2007). *Education for disabled children*. Shipra Publications.
- Anderson, S. R. (2012). Psycho-Educational Processes as Strategies for Students Presenting with Emotional and Behavioural Disorders. *American International Journal of Contemporary Research*, 2(7).
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal psychology* (Sixteenth edition). Pearson.
- Case, C., & Dalley, T. (Eds.). (2008). *Art therapy with children: From infancy to adolescence* (1st ed.). Routledge.
- Chopra, G. (2015). *Child rights in India: Challenges and social action*. Springer.
- Ranganathan, N., & Wadhwa, T. (2017). *Guidance and counselling for children and adolescents in schools*. SAGE Publications Inc.

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## DISCIPLINE SPECIFIC ELECTIVE COURSE – 11: YOGA 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-11 Yoga 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 introduce students to the field of Yoga Psychology and various schools of Yoga.
- To provide basic knowledge of principles and Yogic view of personality.
- To understand the benefits of various Yogic practices for physical and mental well being.

#### Learning Outcomes

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

- Awareness about the ancient Indian tradition of Yogic knowledge system and its relation to contemporary psychology.
- Exposure to research in Yoga Psychology and its therapeutic benefits.

### SYLLABUS OF DSE-11

#### UNIT 1 (12 Hours)

##### Introduction

Meaning of Yoga and Psychology, Origin of Yoga: Elements of Yoga in Scriptures, Schools of Yoga Psychology: Raja Yoga, Karma Yoga, Bhakti Yoga, Gyan Yoga and Swara Yoga

#### UNIT 2 (12 Hours)

##### Principles and Yogic View of Personality

Principles of Yoga: Koshas, Gunas, and Chakras Systems; Yogic view of personality: personality and the aspects of chakra systems, seven dimensional model of personality.

#### UNIT 3 (11 Hours)

##### Ashtang Yoga of Patanjali

Yama (moral codes) Niyama (self-discipline), Asana (posture), Pranayama (breath control), Pratyahara (sense withdrawal), Dharana (concentration), Dhyana (meditation), and Samadhi (oneness with the self)

#### UNIT 4 (10 Hours)

##### Research and Applications of Yoga Practices

Physical and Mental Health (Anxiety Issues and Sleep Issues, Focus and Concentration Problems, Anger Management, Coronary Heart Disease)

**Suggested Tutorial Activities:**

- Debate on the relevance and application of yoga psychology in modern society
- Case studies on famous Yogis
- Presentations on the significance of Yama and Niyama ethical principles in yoga psychology
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Projects where students delve into various yoga schools (Hatha, Bhakti, Karma, Jnana, etc.) citing specific texts like "The Bhagavad Gita" or "Yoga Sutras of Patanjali"
- Book reviews on influential literature such as "The Heart of Yoga" by T.K.V. Desikachar or "Light on Yoga" by B.K.S. Iyengar
- Visit to yoga and meditation centres to understand the underlying processes

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

Bhogal, R. S. (2017). *Yoga Psychology and Beyond*. Kaivalyadhama Samiti, Lonavala.

Kumar, K. (2013). *Yoga psychology: A handbook of yogic psychotherapy*. D.K. Printworld.

Paranjpe, A. C. (2021). What is Yoga Psychology and Where Does It Stand in Contemporary Psychology? *Psychology & Developing Societies*, 097133362110388. <https://doi.org/10.1177/09713336211038809>

Mehta, J. M. (2005). *Essence of Maharishi Patanjali's Ashtang Yoga*. Pustak Mahal.

TI, A. M., Omkar, S. N., Sharma, M. K., Choukse, A., & Nagendra, H. R. (2021). Development and validation of Yoga Module for Anger Management in adolescents. *Complementary therapies in medicine*, 61, 102772.

Vivekananda, R. (2005). *Practical yoga psychology*. Bihar: Yoga Publications Trust.

Yoga Ayush Ministry. (n.d.). index. <https://yoga.ayush.gov.in/Yoga-History/>

**Suggestive readings**

Ajaya, S. (1976). *Yoga psychology: A practical guide to meditation*. Himalayan Institute Press.

Cramer, H., Lauche, R., Anheyer, D., Pilkington, K., de Manincor, M., Dobos, G., & Ward, L. (2018). Yoga for anxiety: A systematic review and meta-analysis of randomized controlled trials. *Depression and anxiety*, 35(9), 830-843.

- Hartley, L., Dyakova, M., Holmes, J., Clarke, A., Lee, M. S., Ernst, E., & Rees, K. (2014). Yoga for the primary prevention of cardiovascular disease. *Cochrane Database of Systematic Reviews*, (5).
- Levine, M. (2011). *The positive psychology of Buddhism and yoga: Paths to a mature happiness*. Routledge.
- Panjwani, U., Dudani, S., & Wadhwa, M. (2021). Sleep, cognition, and yoga. *International Journal of Yoga*, 14(2), 100.
- PP, S. J., Manik, K. A., & Sudhir, P. K. (2018). Role of yoga in attention, concentration, and memory of medical students. *National Journal of Physiology, Pharmacy and pharmacology*, 8(11), 1526-1526.
- Udupa, K. N. (1985). *Stress and its management by yoga*. Motilal Banarsidass Publ.

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

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY

### B.A. (PROGRAMME) PSYCHOLOGY COURSE

#### STRUCTURE, COURSES & SYLLABI OF SEMESTER - VIII





# PSYCHOLOGY

## COURSES OFFERED BY DEPARTMENT OF PSYCHOLOGY

Psychology Courses for Undergraduate Programme of study with  
Psychology as one of the Core Disciplines

### DISCIPLINE SPECIFIC CORE COURSE – 14: COMMUNITY 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-14 Community 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 learn the nature and types of communities in India.
- To comprehend the scope, relevance and applications of Community Psychology as a field.
- To critically examine concepts, paradigms and research methods relevant to community psychology.
- To understand the links between community based work and mental health concerns.

#### Learning Outcomes

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

- Gain greater grounding in community based processes and functioning.
- Analyze phenomena through an Ecological Lens.
- Acquire the readiness to work with varied communities.
- Design and conduct research pertaining to the field of community Psychology.

## SYLLABUS OF DSC-14

### UNIT 1

(10 Hours)

#### **Introduction to Community Psychology**

Definition and types of communities; Working with communities in India; Nature and core values of community psychology; The Ecological Systems Perspective in Community Psychology

### UNIT 2

(10 Hours)

#### **Research Paradigms and Methods in Community Psychology**

Goals of Community Research; Assumptions and Values underlying Research; Processes in Community Psychology Research; Research paradigms and associated methods (post-positivist and social constructionist, trans-formative); Transformative research with Indian communities

### UNIT 3

(10 Hours)

#### **Working with Vulnerable Communities**

Empowerment as a goal for community psychologists; Community Mental Health ; Changing Public Perception in India; Prevention and Treatment of Mental Health Problems at the Community Level; Community-based Rehabilitation

### UNIT 4

(15 Hours)

#### **Empowerment: Indian Communities and Mental Health**

Community based work on maternal and child health; Community based work with communities facing natural disasters; Community based work with indigenous communities

**Tutorial component – NIL**

#### **Practical component**

(30 Hours)

#### **Suggested practical activities:**

Practical should be based on one of the above research paradigms of community psychology.

- Analysis of a Film/Documentary that depicts community life and interaction in India
- Research on communities in India using methods such as observation and interviews
- Needs assessment and designing awareness programs on health in communities
- Evaluating Policies using frameworks such as the Ecological Systems Perspective
- Understanding the awareness of government policies/legal frameworks and their impact on target communities.
- Case studies on community-based initiatives

#### **Essential/recommended readings**

Deb, S., Sunny, A. M., & Sanyal, N. (2020). *Community Psychology: Theories and Applications*. SAGE Publications India Pvt Limited.

Gram, L., Paradkar, S., Osrin, D., Daruwalla, N., & Cislighi, B. (2023). ‘Our courage has grown’: a grounded theory study of enablers and barriers to community action to address violence against women in urban India. *BMJ global health*, 8(1), e011304.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Singapore: Wadsworth Cengage Learning.



Menon, S. V., & Allen, N. E. (2020). Community organizing and transformative change in the response to domestic violence in India. *American journal of community psychology*, 66(1-2), 106-118.

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.

Opačić, A. (2021). *Practicing Social Work in Deprived Communities*. Springer International Publishing.

### **Suggestive readings**

Duffy, K. G., & Wong, F. Y. (2000). *Community psychology*. Allyn & Bacon.

Rudkin, J. K. (2003). *Community psychology: Guiding principles and orienting concepts*. Pearson College Division.

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## DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

### Discipline Specific Elective (DSE) Courses for Semester VIII:

**DSE 12: Basics of Sports Psychology**

**DSE 13: Consumer Behaviour**

**DSE 14: Understanding and Dealing with Trauma**

**DSE 15: Psychology of Ageing**

**DSE 16: Intersections of Psychology and Technology**

**DSE 17: Foundations of Neuropsychology**

**DSE 18: Basic Psychotherapeutic Skills**

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 12: BASICS OF SPORTS PSYCHOLOGY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
<b>DSE-12 Basics of Sports 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 introduce basic concepts of Sports Psychology to the students.
- To get acquainted with the major concepts of psychology, emphasizing the application of psychology in sports.
- Understand potential issues with measurement and interventions in sports.

### Learning Outcomes

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

- Develop an understanding of the fundamentals of sports psychology.
- Understand the dynamics of the psychophysiological aspect in relation to performance in sports.
- Develop a vision for talent identification, diagnosis, and intervention in enhancing sports performance and well-being.

### SYLLABUS OF DSE-12

**UNIT 1****(10 Hours)**

**Introduction:** Introduction to sports psychology, Need and Scope of Sports Psychology, and Role of Sports Psychologist

**UNIT 2****(15 Hours)**

**Psychophysiological Correlates:** Anxiety, Arousal and Stress in relation to peak performance, Attention and concentration in relation to sports performance Motivation in relation to sports performance. personality and performance in sports (POMS by Morgan)

**UNIT 3****(10 Hours)**

**Social psychology in Sports:** Individual and Team sports (Team Cohesion: Nature, Correlates, and Development), Team Building: (Factor Affecting group performance, Communication structure, Social facilitation, and inhibition), Impact of the audience on Sport Performance

**UNIT 4****(10 Hours)**

**Mental Training in Sports for Athletes:** Need for and mental training in sports (Relaxation Techniques, Psych-up techniques, Concentration Training, Self-confidence, Goal setting, Self-efficacy in sports, Self-talk, Thought stopping and centring).

**Practical component – NIL**

**Tutorial component**

**(15 Hours)****Suggestive Tutorial Activities**

- In a group situation, explore various methods for assessing psychological performance in a range of athletic scenarios, as well as ways for enhancing key psychological elements.
- Understanding essential factors such as team dynamics, team development, leadership, and communication: Coach-Athlete, Team Members, and Parent Relationships
- Investigate numerous films, videos, and case studies on athletes and teams, followed by a focus group discussion.
- Appreciate the significance of psychological intervention, Experiential exercises that use relaxation techniques including progressive muscle relaxation, imagery, and autosuggestion.

**Essential/recommended readings**

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

Carron, A.V., Hausenlas, H.A., & Mark, E. (2005). *Group Dynamics in Sports*. Organtown, WV: Fitness information Technology, INC, US.

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

Weinberg, R.S., & Gould, D. (1995). *Foundation of sports and exercise psychology*. Champaign, IL: Human Kinetics.

Perry, J. (2016). *Sports Psychology: A complete introduction*. Kindle Edition

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

LeUnes, A., & Nation, J.R. (2002). *Sport Psychology: An Introduction* 3rd ed. Belmont CA: Wadsworth Thomson Learning

Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). John Wiley & Sons, Inc.

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## DISCIPLINE SPECIFIC ELECTIVE COURSE – 13: CONSUMER BEHAVIOUR

### 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-13 Consumer Behaviour</b>	4	3	1	0	Passed Class 12 <sup>th</sup>	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the psychological underpinnings of consumer behavior.
- To analyze the role of emotions, motivations, and biases in consumer decisions.
- To evaluate the impact of social, cultural, and technological factors on consumer choices.
- To explore contemporary issues like sustainability, ethical consumption, and digital transformation in consumer behavior.

### Learning Outcomes

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

- Understand key theories and models in consumer psychology.
- Identify and explain how cognitive biases, emotions, and social factors shape consumer decisions and post-purchase behavior.
- Develop consumer-centered marketing strategies by applying psychological principles, particularly in digital and social media contexts.
- Analyze trends like sustainability, ethical consumption, and the role of AI in consumer behavior, considering their psychological impact and ethical implications.

## SYLLABUS OF DSE 13

### UNIT 1

(11 Hours)

#### Introduction

Consumer and Consumer behaviour; History of consumer psychology; Scope of consumer psychology; Consumer Decision Making Process: Need, Information Search, Alternate Evaluation, Decision rules, Post-purchase behaviour; Consumer happiness

### UNIT 2

(12 Hours)

#### Psychological Mechanisms in Consumer Behaviour

Consumer motivation; Role of affect and emotion in consumption; Cognitive biases in consumer choices; Consumer attitude formation and change

### UNIT 3

(11 Hours)

#### **Social and Cultural Influences on Consumer Behaviour**

Reference Groups and Aspirational Groups; Cultural Norms and Values in Consumption; Role of Advertising and Media in Shaping Consumer Culture; Sustainability and Ethical Consumption

### UNIT 4

(11 Hours)

#### **Contemporary Trends and Issues in Consumer Behaviour**

Personalization in E-commerce; Social Media Influencers and Consumer Preferences; Green Consumption and Ethical Decision Making; Consumer Choice and artificial intelligence

**Practical component – NIL**

#### **Tutorial component -**

(15 Hours)

#### **Suggestive Tutorial Activities**

- Consumer Behaviour Timeline and its interdisciplinary influences
- Apply decision making models on real life consumer decision making scenarios
- Discuss real-world marketing campaigns that use psychological principles to influence consumer decisions
- Role-playing exercise to understand the emotional drivers of consumer choices.
- Investigate how cognitive biases (e.g., anchoring, framing) affect decision-making through experiments
- Debate on post-purchase rationalization, ethical consumption, sustainability
- Research to explore how culture influences consumer behaviour
- Analyze how advertisements target social identity, values, and emotions
- Case study of a successful influencer campaign

#### **Essential/recommended readings**

Goldsmith, E.B. (2015). *Social Influence and Sustainable Consumption*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-20738-4>

Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.

Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.

Kumar, S.R. (2017). *Consumer behaviour: The Indian context (Concepts and cases)* 2<sup>nd</sup> ed. India: Pearson India Education Services Pvt. Ltd

Schiffman, L.G. & Wisenblit, J. (2019). *Consumer behaviour* (12<sup>th</sup> ed.). NY: Pearson Education

Solomon, M.R. (2013). *Consumer behaviour: Buying, having and being* 10<sup>th</sup> ed. England: Pearson Education Limited.

Tuten, T.L., & Solomon, M.R. (2018). *Social Media Marketing*, 3<sup>rd</sup> ed. Sage Publications Ltd.

#### **Suggestive readings**

André, Q., Carmon, Z., Wertenbroch, K. et al. (2018). Consumer Choice and Autonomy in the Age of Artificial Intelligence and Big Data. *Customer Needs and Solutions*. 5, 28–37. <https://doi.org/10.1007/s40547-017-0085-8>

Chandra, S., Verma, S., Lim, W. M., Kumar, S., & Donthu, N. (2022). Personalization in personalized marketing: Trends and ways forward. *Psychology & Marketing*, 39, 1529–1562. <https://doi.org/10.1002/mar.21670>

Foxall, G.R. (2015). *Consumer behaviour: A practical guide*. London & NY: Routledge

Noel, H. (2009). *Consumer behaviour*. Switzerland: AVA Publishing

Peattie, K. (2010). Green Consumption: Behavior and Norms. *Annual Review of Environment and Resources*. <http://dx.doi.org/10.1146/annurev-environ-032609-094328>

Reczek, R.W., Irwin, J.R. (2015). Ethical Consumption. In: Norton, M.I., Rucker, D.D., Lamberton, C. eds. *The Cambridge Handbook of Consumer Psychology*. Cambridge Handbooks in Psychology. Cambridge University Press.

Wanke, M. (Ed.). (2009). *Social psychology of consumer behaviour*. NY: Taylor & Francis Group.

Young, B. (2018). *Consumer psychology: A life span developmental approach*. UK: Palgrave Macmillan

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## DISCIPLINE SPECIFIC ELECTIVE COURSE - 14: UNDERSTANDING AND DEALING WITH TRAUMA

### 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 14 Understanding and Dealing with Trauma</b>	4	3	1	0	Passed Class 12 <sup>th</sup>	Nil

### Learning Objectives

- Build a comprehensive understanding of trauma, its multifaceted nature, and societal implications.
- Develop an understanding of the concept of trauma from different perspectives that explain trauma and its effects.
- Explore the significance of community engagement and culturally sensitive interventions in trauma recovery.
- Equip students with practical skills and knowledge of evidence-based trauma interventions.

### Learning Outcomes

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

- Define and critically analyse various types of traumas and their consequences in local and global contexts.
- Apply psychological theories and interdisciplinary perspectives to understand trauma responses.
- Evaluate community-based interventions, including grassroots and participatory approaches.

## SYLLABUS OF DSE 14

### UNIT 1

(9 Hours)

#### Conceptual Understanding of Trauma

- Definition, types, Indian Psychological Perspective: Concept of Dukkha (suffering), Trauma and Samskara, post traumatic growth, scope of trauma, effects of trauma and PTSD



## UNIT 2

(12 Hours)

### Theories of Trauma

- **Psychological Perspectives:** Psychodynamic Models: Trauma specific defense mechanisms, Behavioural and Cognitive Models: Trauma schemas, avoidance behaviours, and reprocessing
- **Biological Perspectives:** Neurobiology of trauma (HPA axis, amygdala, hippocampus), Role of epigenetics in trauma transmission, Evolutionary psychology's take on trauma responses (fight, flight, freeze)
- **Integrated Approaches:** Polyvagal theory and biopsychosocial models

## UNIT 3

(12 Hours)

### Psychological Interventions

- **Trauma-informed care principles:** Safety, trust, empowerment, collaboration, and cultural sensitivity, Practitioner Considerations: Ethical dilemmas in trauma work
- **Evidence-Based Interventions:** Eye Movement Desensitization and Reprocessing (EMDR), Trauma-Focused Mindfulness and Somatic Experiencing, Dialectical Behavior Therapy (DBT) for complex trauma

## UNIT 4

(12 Hours)

### Community-Based Experiences and Interventions

- **Trauma at the Community Level:** Collective trauma and its ripple effects (e.g., Partition) Participatory action research (PAR) in trauma recovery, Media and social networks (Their dual role in exacerbating and addressing trauma), Culturally Sensitive Approaches: Healing practices in Indian context, Peer support groups
- **Case Studies and Best Practices:** Case studies on disaster recovery programs

**Practical component – NIL**

### Tutorial component

(15 Hours)

### Suggestive Tutorial Activities

- Designing and implementing intervention strategies like role plays for case vignettes.
- Organize a debate where students argue for or against different theories' effectiveness in explaining trauma.
- Choose a topic related to trauma and do class presentations.
- Class discussions on Podcasts like *Somatic Experiencing Explained by Peter Levine*, *Exploring Polyvagal Theory with Dr. Stephen Porges*, *Trauma Healing in Conflict Zones*, *Dan Siegel – The Neurobiology of Trauma etc*, *Brené with Dr. Edith Eger on Trauma, Healing, and Forgiveness*
- Showcase and discuss videos/TED Talks like *Bessel van der Kolk – Trauma-Sensitive Yoga and Somatic Therapies*. *Nadine Burke Harris – How Childhood Trauma Affects Health Across a Lifetime*.

**Essential/recommended readings:**

Droždek, B., & Wilson, J. P. (Eds.). (2007). *Voices of trauma: Treating psychological trauma across cultures*. New York, NY: Springer.

Farrington, S., & Woodward, A. (2024). *The Psychology of Trauma*. Taylor & Francis.

Gold, S. N. (2017). *APA Handbook of Trauma Psychology: Foundations in Knowledge, Vol. 1* (pp. xxii-624). American Psychological Association.

Gold, S. N., Cook, J. M., Dalenberg, C. J. (2017). *APA Handbook of Trauma Psychology: Volume 2: Trauma Practice*, 1-1223. American Psychological Association.

Herman, J. (2015). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. Basic Books.

Misra, G. (Ed.). (2018). *Psychosocial interventions for health and well-being*. New Delhi: Springer India.

Nicolson, P. (2023). *Genealogy, Psychology and Therapy* (2nd ed.). Routledge.

Porges, S. W. (2011). The polyvagal theory: Phylogenetic substrates of a social nervous system. *International Journal of Psychophysiology*, 42(2), 123-146.

Subica, A. M., & Link, B. G. (2022). Cultural trauma as a fundamental cause of health disparities. *Social Science & Medicine*, 292, 114574.

Van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Viking.

**Suggestive Readings:**

Cherry, K. E., & Gibson, A. (2020). *The intersection of trauma and disaster behavioral health*. Springer.

Herman, J. (2015). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. Basic Books.

Levine, P. (2010). *In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness*. North Atlantic Books Berkeley, California.

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## DISCIPLINE SPECIFIC ELECTIVE COURSE - 15: PSYCHOLOGY OF AGEING

### 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 15 Psychology of Ageing</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 learners understand the ageing process.
- To understand and comprehend concepts and theories related to ageing.
- To develop an application-based approach focusing on promoting health and well-being of the elderly.

#### Learning Outcomes

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

- Understand the ageing process.
- Gain insight into physical and cognitive changes during later life.
- Recognize social-emotional challenges experienced by the elderly.
- Identify strategies for successful ageing.

### SYLLABUS OF DSE 15

#### UNIT 1 (9 hours)

##### Introduction

- Understanding the ageing process
- Gerontology: Nature, scope, concepts and theories
- Ageing as a Global Challenge

#### UNIT 2 (12 hours)

##### Physical and cognitive aspects of aging

- Psychological impact of and Physical changes in ageing (sensory-motor changes, sleep)
- Neurocognitive disorders (Alzheimer's, Dementia, Parkinson's)

#### UNIT 3 (12 hours)

##### Socio-emotional aspects of ageing

- Transitions in later life
- Family and social relationships
- Social security and crime against elderly
- Economic issues in ageing

## UNIT 4

(12 hours)

### Coping in later life

- Coping with death, dying and bereavement
- Rights of the elderly
- Spirituality
- Positive ageing

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

### Tutorial component

(15 Hours)

#### Suggestive Tutorial Activities

- Community service projects
- Analysis of ageing represented in Media
- Discussions on cultural perspectives of ageing
- Field trip to elderly care services
- End of life planning and advance directives
- Discussion related to life post-retirement
- Financial and safety measure in old age
- Dealing with grief after loss of partner

### Essential/recommended readings

Kaushik, P. (2018). *Promoting Successful Positive Aging across the Health Continuum: A Holistic Approach*. In Prasad, V., Akbar, S. (Ed.) *Handbook of research on Geriatric Health, Treatment, and Care*. I.G.I. Global (formerly Idea Group Inc.) - U.S.A. P-142. Pp. No- 448-474. ISBN-13: 9781522534808 (Unit IV – Positive aging)

Paltasingh, T. & Tyagi, R. (2015). *Caring for the Elderly: Social Gerontology in the Indian Context*. Sage Publications India Pvt. Ltd. ISBN 978-93-515-0263-0

Quadagno, J. (2014). *Ageing and the Life Course: An introduction to Social Gerontology* (6<sup>th</sup> Edn). Mc Graw Hill. (Unit III – Family & Social relationships)

Robnett R.H., Brossoie, N., & Chop, W.C. (2020). *Gerontology for the Health Care Professional*. Jones & Barlett Learning, Burlington, MA

Santrock, J.W. (2021). *Life-span Development* (18<sup>th</sup> Edn). McGraw Hill Pvt Ltd. ISBN 9781260245844

Shankardass, M.K. (2020). *Aging Issues and Responses in India*. Springer Nature Singapore Pte Ltd. ISBN 978-981-15-5186-4

### Suggestive readings

Woods, B. & Clare, L. (2008). *Handbook of the Clinical Psychology of Aging* (2<sup>nd</sup> Edn). John Wiley and Sons Ltd. ISBN 978-0-470-01230-7

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## DISCIPLINE SPECIFIC ELECTIVE COURSE – 16: INTERSECTIONS OF PSYCHOLOGY AND TECHNOLOGY

### 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-16</b> <b>Intersections of Psychology and Technology</b>	4	3	1	0	Passed Class 12 <sup>th</sup>	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

- Identifying and defining key terms and concepts related to psychology and technology.
- Analyzing and synthesizing research findings related to the impact of technology on human behavior and cognition.
- Evaluating and critiquing the strengths and limitations of different theoretical frameworks and research methodologies used in psychology and technology research.
- Applying course concepts and theories to real-world examples of technology use and behavior.
- Collaborating with peers to develop research proposals, presentations, and other group projects related to psychology and technology.
- Developing and presenting written and oral arguments that reflect critical thinking and effective communication skills.

#### Learning Outcomes

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

- Demonstrate an understanding of the theoretical foundations of psychology and technology, including cognitive and behavioral theories of human-technology interaction, social and cultural theories of technology adoption and diffusion, and ethical considerations in psychology and technology research.
- Critically evaluate the impact of technology on attention, memory, emotion, communication, decision-making, and society.
- Analyze the opportunities and challenges presented by emerging technologies and their potential impact on human behavior and cognition.
- Apply course concepts to real-world issues or problems related to psychology and technology, and develop solutions or recommendations based on research and analysis.
- Communicate effectively about the intersection of psychology and technology, both orally and in writing, and engage in productive discussions and debates on related topics.

### SYLLABUS OF DSE 16

#### UNIT 1

(12 hours)

##### An Introduction to Psychology and Technology

- Overview of the intersection between psychology and technology
- Ethical considerations in psychology and technology research
- Current trends and future directions in the field

## **UNIT 2** (12 hours)

### **Technology and Intra-personal Processes**

- How technology affects our attention and memory: Digital amnesia
- Online identity and self-presentation
- Impact of technology on physical and psychological well-being

## **UNIT 3** (12 hours)

### **Technology and Inter-personal Processes**

- Technology mediated relationships (romantic relationship, friendships, communities online.)
- Role of technology in shaping formal and informal communication patterns
- The impact of technology on decision-making processes

## **UNIT 4** (9 hours)

### **Technology and Society**

- Bidirectional relationship of technology and society
- Technology and Health (Assistive technology and rehabilitation; telemedicine; health apps)
- Psychological implications of Technology. Technology and education

### **Practical component – NIL**

## **Tutorial component** (15 Hours)

### **Suggestive Tutorial Activities**

- Present scenarios where psychology and technology intersect, such as using AI for mental health therapy or tracking personal data through health apps. Divide the class into groups to debate the ethical implications, focusing on privacy, consent, and accessibility.
- Assign students recent research papers or articles on emerging trends in psychology and technology (e.g., virtual reality for therapy). Students present a summary and discuss the future direction of the field.
- Ask students to survey peers or family members about their reliance on digital devices for memory tasks (e.g., remembering birthdays, appointments). Analyze and discuss the findings as a group.
- Students create mock social media profiles reflecting how individuals may present themselves differently online versus offline. Groups analyze and discuss the differences in self-presentation.
- Have students maintain a journal for a week, reflecting on their technology usage (e.g., screen time) and its impact on their physical and psychological well-being.
- Provide case studies on technology-mediated relationships, such as online dating or virtual communities. Ask students to analyze the benefits, challenges, and psychological effects.
- Divide students into groups and have them communicate using different mediums (e.g., face-to-face, email, social media). Discuss how communication patterns and interpretations change based on the medium.
- Conduct a group activity where students use online tools (e.g., polls, decision-making apps) to make collective decisions. Discuss the influence of technology on group dynamics and decision-making processes.

- Organize a debate on topics such as: "Does technology shape society, or does society shape technology?" Assign students to different sides and have them present evidence to support their arguments.
- Assign students to research and present on a specific health technology (e.g., telemedicine, assistive technology, health apps). They can focus on its psychological implications and societal impact.
- In groups, students brainstorm innovative ways technology can improve education. They can present their ideas and discuss the potential psychological implications

### **Essential/recommended readings**

- Bargh, J. A., & McKenna, K. Y. (2004). The internet and social life. *Annual Review of Psychology*, 55, 573-590.
- Carr, N. (2010). *The shallows: What the internet is doing to our brains*. W. W. Norton & Company.
- Chou, W. Y., Hunt, Y. M., Beckjord, E. B., Moser, R. P., & Hesse, B. W. (2009). Social media use in the United States: Implications for health communication. *Journal of Medical Internet Research*, 11(4), e48.
- Joinson, A. N. (2007). *Understanding the psychology of internet behaviour: Virtual worlds, real lives*. Palgrave Macmillan.
- Kiesler, S., Siegel, J., & McGuire, T. W. (1984). Social psychological aspects of computer-mediated communication. *American Psychologist*, 39(10), 1123-1134.
- Klein, G., Calderwood, R., & Clinton-Cirocco, A. (2018). *Decision making in action: Models and methods*. Routledge.
- Margetts, H., John, P., Reissfelder, S., & Escher, T. (2016). *Digital era governance: IT corporations, the state, and e-government*. Oxford University Press.
- Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world*. Portfolio/Penguin.
- Rosen, L. D. (2013). *Rewired: Understanding the iGeneration and the way they learn*. Palgrave Macmillan.
- Small, G., & Vorgan, G. (2008). *iBrain: Surviving the technological alteration of the modern mind*. Harper Collins.
- Turkle, S. (2005). *The second self: Computers and the human spirit*. MIT Press.
- Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Basic Books.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE - 17: FOUNDATIONS OF NEUROPSYCHOLOGY

### 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 17 Foundations of Neuropsychology</b>	4	3	1	0	Passed Class 12 <sup>th</sup>	Nil

### Learning Objectives

- Develop an understanding of basic concepts of neuropsychology, including its historical developments and theories.
- Comprehensive knowledge of functions and dysfunctions of major brain regions and its impact on behaviour.
- Know basic principles of neuropsychological tests and assessments.
- Learn the principles and goals of neuropsychological rehabilitation to address cognitive impairments.

### Learning Outcomes

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

- Articulate key concepts and historical milestones in neuropsychology, including the brain hypothesis and lateralization theories.
- Recognize and describe clinical symptoms associated with brain lesions, disease and their role in behaviour and cognition.
- Know the basic applications of neuropsychological assessments for cognitive and neurological evaluations.
- Conceptualise neuropsychological rehabilitation, addressing specific deficits and patient needs.

## SYLLABUS OF DSE-17

### UNIT 1

(8 Hours)

#### Understanding Neuropsychology

Neuropsychology – definition; historical antecedents of neuropsychology – the brain hypothesis, localization, Broca's and Wernicke's discovery, Disconnection syndrome hypothesis; Lateralization – right and left hemisphere.



## **UNIT 2**

**(14 Hours)**

### **Frontal lobe and Temporal lobe: functions and dysfunctions**

Frontal lobe – anatomy, symptoms of frontal lobe lesions – disturbances of motor functions, loss of divergent thinking, and language; diseases affecting frontal lobe – schizophrenia, Parkinson's disease, and Korsakoff's syndrome, and drug addiction.

Temporal lobe – anatomy; symptoms of temporal lobe lesions – disorders of memory, emotion, and speech; diseases affecting frontal lobe – aphasia, amnesia, and amusia.

## **UNIT 3**

**(14 Hours)**

### **Parietal lobe and Occipital lobe: functions and dysfunction**

Parietal lobe – anatomy; symptoms of parietal lobe lesions – somatosensory, deficits in arithmetic and writing, spatial cognition; diseases affecting parietal lobe – apraxia, acalculia, and contralateral neglect.

Occipital lobe - anatomy; symptoms of occipital lobe lesions – deficits in visual functions, diseases affecting occipital lobe – agnosia and its types.

## **UNIT 4**

**(9 Hours)**

### **Neuropsychological Assessment and Rehabilitation**

Introduction, principles, and rationale of neuropsychological assessment; Neuropsychological test – Mini-mental state examination (MMSE), Luria-Nebraska Neuropsychological Battery (LNNB), AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery; Neuropsychological Rehabilitation – goals, indicators, and need.

**Practical Component: Nil**

**Tutorial Component:**

**(15 Hours)**

### **List of Suggested Tutorial Activities:**

- Administration of neuropsychological tests (MMSE/AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery)
- Interpreting neuropsychological profiles of various brain dysfunctions.
- Analysis of case studies in neuropsychological rehabilitation (e.g., memory disorders, language impairment, visuospatial problems, disorders of reading etc.)
- Movie/Documentary analysis of individuals living with neurological impairment.
- Documenting life stories of individuals and families living with neurological impairment (e.g., Alzheimer, Dementia, Parkinson's, Traumatic Brain Injury, etc.)
- Visit to rehabilitation centres/clinics/hospitals

### **Essential Readings:**

Golden, C. J., Purisch A.D., & Hammeke, T.A. (1991). Luria-Nebraska Neuropsychological Battery: Form I and II. Western Psychological Services.

Johnstone, B., & Stonnington, H. H. (2009). *Rehabilitation of neuropsychological disorders: A practical guide for rehabilitation professionals*. Psychology Press.

Joseph, R. (1990). *Neuropsychology, neuropsychiatry, and behavioral neurology*. Springer Science & Business Media.

Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology* (6th ed). New York: Worth Publishers.

Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.

Rains, G. D. (2001). *Principles of human neuropsychology*. McGraw Hill Higher Education.

Rao, S. L., Subbakrishna, D.K., & Gopkumar, K. (2004). *NIMHANS neuropsychology battery*. National Institute of Mental Health and Neurosciences.

Zillmer, E. A., Spiers, M.V & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson Wadsworth USA.

**Suggestive Readings:**

Halligan, P.W., Kischka, U., & Marshall, J. C. (2003). *Handbook of clinical neuropsychology*. Oxford University Press.

Morgan.J.E., Joseph H.R. (2017). *Textbook of clinical neuropsychology*. Taylor & Francis.

Rajeswaran, J. (2012). *Neuropsychological rehabilitation: principles and applications*. (First Edition), Elsevier.

Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE - 18: BASIC PSYCHOTHERAPEUTIC SKILLS

### 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 18 Basic Psychotherapeutic Skills</b>	4	3	0	1	Passed Class 12 <sup>th</sup>	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to understand various psychotherapeutic modalities & techniques
- To be aware of ethical and legal frameworks to work as a professional therapist
- To develop clinical skills through experiential learning
- To learn how to do assessment & psychotherapy of complex disorders
- To integrate knowledge of theory with practice

#### Learning Outcomes

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

- Develop an understanding of various therapeutic modalities & psychotherapeutic techniques
- Learn to avoid malpractice as a psychotherapist by abiding by ethical and legal requirements
- Enhance the ability to assess and treat complex psychological issues
- Acquire skills to practice different therapeutic approaches

#### Syllabus of DSE 18

##### Unit 1: Introduction to Psychotherapy

(10 hours)

Definition, process, need and scope of Psychotherapy, Verbal response modes and intentions, Case conceptualization in various settings and Case record

##### Unit 2: Psychotherapeutic Techniques

(15 Hours)

Psychoanalytic psychotherapy (Nancy McWilliams), Logotherapy, Acceptance and commitment therapy, Interpersonal therapy, Narrative therapy

##### Unit 3: Psychotherapy in diverse settings

(12 Hours)

Group psychotherapy, Psychotherapy in multicultural settings, Expressive therapy (Play therapy/Art therapy/dance therapy)

#### **Unit 4: Ethics and Psychotherapy**

Need for Ethics in Psychotherapy, PWD Act 2016, National Commission for Allied Healthcare Professions Act, 2021, Mental Health Care Act 2017  
**(8 Hours)**

#### **Practical Component-**

**(30 Hours)**

A suggestive list of practical:

- Case conceptualisation and formulation
- Case study review
- Analysis of therapist-client session
- Interview techniques for psychotherapy
- Analysis of movies/text/art
- Intersection of psychotherapy and technology
- Exploration of multicultural issues in psychotherapy
- Understand the nuances of play therapy with children
- Visit to clinics/hospitals/NGOs

#### **Essential/recommended readings:**

- Clark, K. M. (2014). *Play therapy: A comprehensive guide to theory and practice*. Guilford Publications.
- Consoli, A. J., Beutler, L. E., & Bongar, B. (Eds.). (2017). *Comprehensive textbook of psychotherapy*. Oxford University Press.
- Dalal, A. (2007). Folk wisdom and traditional healing practices: Some lessons for modern psychotherapies. *Foundations of Indian Psychology*, 5–4.
- Frank, E., Swartz, H. A., & Kupfer, D. J. (2019). Interpersonal and social rhythm therapy: managing the chaos of bipolar disorder. *Bipolar Disorder*, 257-268.
- Lev, A., McKay, M., Steven C. Hayes, Dennis Tirsch, Matthieu Villatte, Russ Harris, Jill Stoddard, Kirk Strosahl, Russell Kolts, Georg H. Eifert, & Laura Silberstein-Tirsch. (n.d.). ACT for Couples: A Therapist's Guide to Using Acceptance and Commitment Therapy and Schema Awareness to Help Couples Overcome Relationship Struggles.
- Malchiodi, C. A. (2023). *Handbook of expressive arts therapy*. The Guilford Press.
- Ministry of Law and Justice. (2021). The national commission for allied and healthcare professions act. Ministry of Health and Family Welfare.
- Nelson-Jones, R. (2013). *Practical counselling and helping skills: Text and activities for the lifeskills counselling model*. Sage Publications.
- Sharf, R. S. (2004). *Theories of psychotherapy and counseling: Concepts and cases*. Thomson/Brooks/Cole.
- Young, J. E., Klosko, J. S., & Weishaar, M. E. (2006). *Schema therapy: A practitioner's guide*. Guilford press.

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**B.A. (Hons.)  
PSYCHOLOGY  
SYLLABUS  
(SEMESTER VII & VIII)**

Updated List of DSC, DSE & GE Papers in B.A. (Hons.) Psychology with Credits: Semester 1 to Semester 8					
Semester	DSC/ DSE/GE	Paper Nomenclature	No. of Credits in each for total 4 credits		
		Total credits in parentheses	Theory	Tutorial	Practical
<b>Sem 1 DSC</b>					
Sem 1	DSC 1	Introduction to Psychology	3	0	1
Sem 1	DSC 2	Cognitive Psychology	3	0	1
Sem 1	DSC 3	Bio Psychology	3	1	0
<b>Sem 1 GE (Odd) Level 100</b>					
Sem 1	GE 1	<b>Foundations of Psychology (Mandatory)</b>	3	1	0
Sem 1	GE 2	Understanding Psychology	3	0	1
Sem 1	GE 3	Psychology for Healthy Living	3	1	0
Sem 1	GE 4	Understanding Human Mind	3	1	0
<b>Sem 2 DSC</b>					
Sem 2	DSC 4	Psychology of Individual Differences	3	0	1
Sem 2	DSC 5	Social Psychology	3	0	1
Sem 2	DSC 6	Basic Statistics in Psychology	3	0	1
<b>Sem 2 GE (Even) Level 100</b>					
Sem 2	GE 5	<b>Basics of Social Psychology (Mandatory)</b>	3	1	0
Sem 2	GE 6	Intergroup Relations	3	0	1
Sem 2	GE 7	Health and Well Being	3	1	0
Sem 2	GE 8	Self in Contemporary Society	3	1	0
<b>Sem 3 DSC</b>					
Sem 3	DSC 7	Development of Psychological Thought	3	1	0
Sem 3	DSC 8	Paradigmatic Foundations of Psychological Inquiry	3	0	1
Sem 3	DSC 9	Social Psychology in Applied Contexts	3	0	1
<b>Sem 3 DSE</b>					
Sem 3	DSE 1	Social Behaviour and Group Interactions	3	1	0
Sem 3	DSE2	Development of Indian Psychological Thought	3	1	0
<b>Sem 4 DSC</b>					
Sem 4	DSC 10	Understanding Mental Disorders	3	0	1
Sem 4	DSC 11	Positive Psychology	3	0	1
Sem 4	DSC 12	Inferential Statistics in Psychology	3	0	1
<b>Sem 4 DSE</b>					
Sem 4	DSE 3	Advanced Social Psychology	3	0	1
Sem 4	DSE 4	Group Dynamics in Organisations	3	1	0
Sem 4	DSE 5	Psychodiagnostics	2	0	2
<b>Sem 5 DSC</b>					
Sem 5	DSC 13	Perspectives on Mental and Behavioural Disorders	3	0	1
Sem 5	DSC 14	Child and Adolescent Development	3	0	1
<b>Semester</b>					
	DSC/DSE/GE	Nomenclature of the Paper	No. of Credits in each for total 4 credits		
			Theory	Tutorial	Practical
Sem 5	DSC 15	Applying Psychology to Work	3	0	1
<b>Sem 5 DSE</b>					
Sem 5	DSE 6	Psychology of Disability	3	1	0
Sem 5	DSE 7	Essentials of Media Psychology	3	1	0
Sem 5	DSE 8	Psychology of Gender	3	1	0
<b>Sem 6 DSC</b>					
Sem 6	DSC 16	Human Resource Management: Theory and Practice	3	0	1

Sem 6	DSC 17	Counselling Psychology	3	0	1
Sem 6	DSC 18	Health and Well being	3	0	1
<b>Sem 6 DSE</b>					
Sem 6	DSE9	Psychology of Exceptional Children	3	0	1
Sem 6	DSE10	Research Methods in Psychology	3	0	1
Sem 6	DSE 11	Educational Psychology	3	0	1
<b>Sem 3,5 GE (Odd) Level 200</b>					
	GE 9	Industrial and Organisational Psychology	3	0	1
	GE 10	Media Psychology	3	1	0
	GE 11	<b>Youth and Mental Health (T) (Mandatory)</b>	3	1	0
	GE 12	<b>Foundations of Developmental Psychology (Mandatory)</b>	3	0	1
	GE 13	Identifying and Dealing with Psychological Disorders	3	0	1
	GE 14	Psychology of Adjustment	3	1	0
<b>Sem 4,6 GE (Even) Level 200</b>					
	GE 15	<b>Foundations of Inquiry in Psychology (Mandatory)</b>	3	0	1
	GE 16	<b>Psychology at the Workplace (Mandatory)</b>	3	1	0
	GE 17	Negotiating Intimate Relationships (T)	3	1	0
	GE 18	Group Processes and Dynamics at Work	3	0	1
	GE 19	Disability and Rehabilitation	3	1	0
<b>Semester</b>	<b>DSC/DSE/GE</b>	<b>Nomenclature of the Paper</b>	<b>No. of Credits in each for total 4 credits</b>		
			<b>Theory</b>	<b>Tutorial</b>	<b>Practical</b>
<b>Sem 7 DSC</b>					
Sem 7	DSC 19	Community Psychology	3	0	1
<b>Sem 7 DSE</b>					
<b>Sem 7 DSE</b>					
Sem 7	DSE 12	Inclusion and Diversity at Work	3	1	0
Sem 7	DSE 13	Psychology of Peace	3	1	0
Sem 7	DSE 14	Forensic Psychology	3	1	0
Sem 7	DSE 15	Introduction to Psychometrics	3	0	1
Sem 7	DSE 16	Relationship Science	3	1	0
Sem 7	DSE 17	Bereavement, Grief and Healing	3	1	0
Sem 7	DSE 18	Consumer Psychology	3	1	0
Sem 7	DSE 19	Psychology of Spirituality			
Sem 7	DSE 20	Statistical Techniques using Software Tools	2	0	2
Sem 7	DSE 21	Basic Psychotherapeutic Skills	3	0	1
<b>Sem 7 GE (Odd) Level 300</b>					
Sem 7	GE 20	Understanding Human Resources	3	1	0
Sem 7	GE 21	Understanding Diversity	3	1	0
Sem 7	GE 22	Psychology and Communities	3	1	0
Sem 7	GE 23	Cognitive Psychology in the Contemporary World	3	1	0
Sem 7	GE 24	Fundamentals of Sports Psychology	3	0	1
Sem 7	GE 25	Statistical Foundations for Psychological Research	3	1	0
<b>Sem8 DSC</b>					
Sem8	DSC 20	Culture and Psychology	3	1	0
<b>Sem 8 DSE</b>					
Sem8	DSE 22	Qualitative Research in Psychology	3	1	0
Sem 8	DSE 23	Self Management in Organizations	3	1	0
<b>Sem 8 DSE</b>	DSE 24	Personality Psychology	3	1	0

Sem 8	DSE 25	Psychology and Technology	3	1	0
Sem 8	DSE 26	Psychology of Ageing	3	1	0
Sem 8	DSE 27	Neuropsychology	3	1	0
Sem 8	DSE 28	Cognitive Neuroscience	3	1	0
Sem 8	DSE 29	Psycholinguistics	3	1	0
<b>Sem 8 GE (Even) Level 300</b>					
Sem 8	GE 26	Basics of Counselling Psychology	3	1	0
Sem 8	GE 27	Conflict and Conflict Management at Work	3	1	0
Sem 8	GE 28	Yoga and Psychology	3	1	0
Sem 8	GE 29	Family Relations	3	1	0



# **SEMESTER- VII**

## DISCIPLINE SPECIFIC CORE COURSE –19

### 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 19 Community Psychology</b>	<b>4</b>	<b>3</b>	<b>Nil</b>	<b>1</b>	<b>Class XII</b>	<b>Nil</b>

#### Learning Objectives

- To learn the nature and types of communities in India.
- To comprehend the scope, relevance and applications of Community Psychology as a field.
- To critically examine concepts, paradigms and research methods relevant to community psychology.
- To understand the links between community based work and mental health concerns.

#### Learning outcomes

By studying this course, students will be able to :

- Gain greater grounding in community based processes and functioning.
- Analyze phenomena through an Ecological Lens
- Acquire the readiness to work with varied communities.
- Design and conduct research pertaining to the field of community Psychology.

#### Syllabus DSC 19

##### **Unit I Introduction to Community Psychology (10 Hours)**

Definition and types of communities ; Working with communities in India ; Nature and core values of community psychology ; Ecological Systems Perspective in Community Psychology.

##### **Unit II Research Paradigms and Methods in Community Psychology (10 Hours)**

Goals of Community Research; Assumptions and Values underlying Research; Processes in Community Psychology Research; Research paradigms and associated methods (post-positivist and social constructionist, transformative); Transformative research with Indian communities.

##### **Unit III Empowerment: Working with Indian Communities on Mental Health (15 Hours)**

Empowerment as a goal for community psychologists; Community Mental Health; Changing Public Notions; Prevention and Treatment of Mental Health Problems at the Community Level; Community-based Rehabilitation.

##### **Unit IV- Working with Vulnerable Communities (10 Hours)**

Community based work on maternal and child health; Community based work with communities facing natural disasters; Community based work with indigenous (tribal) communities; Field visit to community settings.

**Note:** One field visit is a mandatory requirement for the course during the semester.

## Practical component

(30 hours)

### Suggested practical activities-

Practicals should be based on one of the above research paradigms of community psychology:

- Analysis of a Film/Documentary that depicts community life and interaction in India.
- Research on communities in India using methods such as observation and interviews.
- Needs assessment and designing awareness programs on health in communities.
- Evaluating Policies using frameworks such as the Ecological Systems Perspective.
- Understanding the awareness of government policies/legal frameworks and their impact on target communities.
- Case studies on community-based initiatives.

### Essential/recommended readings

Deb, S., Sunny, A. M., & Sanyal, N. (2020). *Community Psychology: Theories and Applications*. SAGE Publications India Pvt Limited.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Singapore: Wadsworth Cengage Learning.

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.

Opačić, A. (2021). *Practicing Social Work in Deprived Communities*. Springer International Publishing.

### Suggestive readings

Duffy, K. G., & Wong, F. Y. (2000). *Community psychology*. Allyn & Bacon.

Rudkin, J. K. (2003). *Community psychology: Guiding principles and orienting concepts*. Pearson College Division.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 12

### 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		
Inclusion and Diversity at Work	4	3	1	0	Class XII	Nil

### Learning Objectives

The learning objectives of the course are as follows:

- To build a moral and business case for why diversity matters in workplaces.
- To encourage critical examination of organizational practices and policies for creating more inclusive work environments.

### Learning Outcomes

After studying the course the students shall be able to:

- Understand and strategically execute key concepts and principles of diversity, equity, and inclusion in the context of human resource practices.
- Understand and examine the psychology of diversity and its implications for the workplace.
- Critically examine the opportunities and challenges related to workforce diversity.
- Reflect on issues of diversity in organizations.
- Apply principles learned in the course to recommend policies and practices for building a more inclusive workforce.

### Syllabus DSE 12

#### Unit I Foundational Concepts of Diversity, Equity and Inclusion (DEI)

(9 hours)

Meaning of DEI; Differences between Equal Employment Opportunities (EEO), Affirmative Action, and Diversity Management; From Diversity to Inclusion: Psychological Lens.

#### Unit II Addressing Stereotypes and Working with Different Types of Diversity in Indian Context

(11 hours)

Understanding different kinds of Diversity: Cultural, Linguistic, Disability, Gender.

### **Unit III Inclusive Human Resource Management Practices**

**(15 hours)**

Recruitment; Selection; Training; Performance Appraisal.

### **Unit IV Organizational Policy and Provisions**

Initiatives for DE & I in workplaces; Creating an inclusive environment -Case studies.

**(10 hours)**

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

**Tutorial Component:**

**(15 hours)**

#### **Suggested activities for tutorials**

- Exercises with students encouraging them being to become effective allies to peers from diverse groups
- Role plays demonstrating inclusive language usage in various scenarios
- Panel discussion on diversity issues.
- Self-awareness exercises to identify potential existence of stereotypes and biases.
- Mock interview sessions for hiring e.g. from culture fit to culture add exercise.
- Student projects and discussions on awareness of government policies/legal provisions and their impact on diverse target groups.

This is a suggestive and not an exhaustive list of tutorial activities.

#### **Essential/ Recommended Readings**

Barak, M. (2017). *Managing diversity towards a globally inclusive workplace* (4th ed.). Sage.

Ferdman, B. M., & Deane, B. (2014). *Diversity at work: The practice of inclusion*. Wiley Online Library.

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

McFadden, C.(2025). *Equality, diversity and inclusion in the workplace: International context, policies and practices*. London: Kogan Page.

Saxena, R. & Singh, V. (2019). Shifting landscapes of diversity in India: New Meaning or a contextual shift. In A. Giorgiadou, M.A. Gonzalwz-Perez, M.R. Olivas-Lujan (Eds.), *Diversity within diversity management: Country based perspectives, A.es*. Emerald Publishing.

Sahoo, D.K. & Lenka, U. (2024). Affirmative action and government initiatives to improve gender equality in India: A retrospective view. *Equality, Diversity & Inclusion: An International Journal, ahead of print*

Singh,S. & Shyamsunder,A. (2022). Bringing caste into the DEI conversation. *Harvard Business Review*, 94(4), 90.

Stone, D. L., Dulebohn, J. H., & Lukaszewski, K. M. (Eds.). (2020). *Diversity and inclusion in organizations*. IAP.

Thomas, D. A., & Ely, R. J. (1996). Making differences matter.*Harvard Business Review*, 74(5), 79-90.

Vohra, N., Chari, V., Mathur, P., Sudarshan, P., Verma, N., Mathur, N., ... & Gandhi, H. K. (2015). Inclusive workplaces: Lessons from theory and practice. *Vikalpa*, 40(3), 324-362.

### **Suggestive Readings**

Bourke, J., Garr, S., van Berkel, A., and Wong, J. (2017). Diversity and inclusion: The reality gap. Deloitte University: <https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2017/diversity-andinclusion-at-the-workplace.html>

Cooke, F.L. & Saini, D.S.(2010). Diversity Management in India: A study of organizations in different ownership forms and industrial sectors. *Human Resource Management*, 4(3), 477-500.

Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. *Harvard Business Review*, 94(7), 60.

Government of India. (2015). Towards a new dawn Government of India Ministry of Women and Child Development On Sexual Harassment of Women at Workplace for Employers / Institutions / Organisations/ Internal Complaints Committee / Local Complaints Committee.  
<http://www.shebox.nic.in/assets/site/main/images/Handbook%20on%20Sexual%20Harassment%20of%20Women%20at%20Workplace.pdf>

McFadden, C.(2025). *Equality, diversity and inclusion in the workplace: International context, policies and practices*. London: Kogan Page.

Hristov, I, Camilli, & R Mechelli (2022). Cognitive biases in implementing performance management system. *Management Research Review*, 45(9), 1110-1135.

Nair, N., & Vohra, N. (2015). *Diversity and inclusion at the workplace: A review of research and perspectives*. Working Paper Number 2015-03-34. IIM Ahmedabad.

Panicker, A. & Agarwal, R.K.(2020). Transition from diversity to inclusion: Auditing the pulse from an Indian perspective. In J. Marques (Ed.), *The Routledge Companion to Inclusive Leadership* ( pp. 203-214). NY: Taylor & Francis.

Robertson,L., Culik, C.T & Tan,R.Y.(2013). Effective diversity staffing. In P.E. Nathan (Ed.), *The Oxford Handbook of Diversity and Work* (pp. 341-365). New Delhi: Oxford University Press.

Roy, I., Saini, T., & Ghosh, P. (2022). Nurturing diversity: Are we ready yet?. *Vikalpa*, 47(3), 235-241.

Sen, K. & Shahi, S. (2021). *Creating a culture of diversity and inclusiveness in India Inc*. Singapore: Springer.

Theodorakopoulus,N & Budhwar, P. (2015).Diversity and inclusion in different work settings: Emerging patterns, challenges and research agenda. *Human Resource Management*, 54(2), 177-197.

Thomas Jr, R. R. (1990). From affirmative action to affirming diversity. *Harvard Business Review*,68(2), 107-117.

Wilson, E. M. (2003). Managing diversity: Caste and gender issues in organizations in India. In M.J. Davidson & S. L. Fielden (Ed.). *Individual Diversity and Psychology in Organizations*, (pp. 149-169). John Wiley.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 13

### 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 13 Psychology of Peace</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

#### Learning Objectives

- To analyze Peace Processes and Models
- To understand Frameworks for Peace building
- To Explore Psychological Perspectives on Peace
- To gain insight of peace building from the Bhagavad Gita and Mahabharata.

#### Learning Outcomes

After studying the course the students shall be able to:

- Understand the concepts of peace and its relevance in psychology.
- Develop an insight into the process of peace and understand the important models to understand the peace process.
- Explore and interpret social conditions and its relation with conflicts.
- Understand and apply various psychological perspectives of peace.

#### UNIT I Introduction and History

**(9 hours)**

Introduction: Peace psychology: definition, historical development of the field, and its relation with the field of CAR (Conflict Analysis and Resolution). Meaning of key concepts- conflict management, conflict resolution, conflict transformation and conflict prevention.

#### UNIT II Process of Peace and Peace Building

**(12 hours)**

Nature of peace process (peace-making, peacekeeping and peace building); Positive and Negative Peace; Conflict Transformation by Peaceful Means: Johan Galtung's Transcend Method; Peace education.



### **UNIT III Psychological Perspective of Peace**

**(12 hours)**

Psychological Understanding of Peace and Conflict - Psychoanalytical: Vamik Volkan; Social-Psychological: Herbert C. Kelman; Exploring Indigenous Traditions (Satyagraha and Ahimsa)

### **UNIT IV Lessons from the Mahabharata and the Bhagavad Gita**

**(12 hours)**

The concept of Just War- elements of peace, emphasis on war avoidance, role of diplomacy, deterrents, stratagem; Bhagavad Gita's relevance in contemporary times; and any one relevant psychological perspective.

### **Suggested Tutorial Activities**

**(15 hours)**

- Case studies on conflict, reconciliation, and resolution.
- Analyze text on peace, conflict reconciliation, and conflict resolution.
- Analyze movies on peace, conflict reconciliation, and conflict resolution.
- Peace education
- In depth analysis of the text of Bhagavad Gita.

### **Essential/recommended readings:**

Chadha, V. (2024). How Dharma Shapes Strategic Thought on War in the Mahabharata. *Manohar Parrikar Institute for Defence Studies and Analyses, New Delhi*, 62. <https://www.idsa.in/wp-content/uploads/2024/04/op-62-How-Dharma-Shapes-Strategic-Thought.pdf>

Christie, D. J. (2006). What is peace psychology the psychology of?. *Journal of social issues*, 62(1), 1-17.

Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). *Searching for Peace: The Road to Transcend*. London: Pluto Press.

Jeong, H. W. (2008). *Understanding Conflict and Conflict Analysis*. New Delhi: Sage.

Kelman, H. C. (2015). A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole, D. J. D., Byrne, S., et al. *Handbook of Conflict Analysis and Resolution* (pp. 170-183). London: Routledge.

Kelman, H. C., & Fisher, R. J. (Eds.). (2016). *Herbert C. Kelman: A pioneer in the social psychology of conflict analysis and resolution*. Springer International Publishing.

Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi: Springer India.

Satpathy, B. (2010). Spiritual intelligence from the Bhagavad-Gita for conflict resolution. *International Journal of Indian Culture and Business Management*, 3(4), 449-465.

Upadhyaya, K. N. (1969). The bhagavad gītā on war and peace. *Philosophy East and West*, 159-169.

Volkan, V. D. (2018). *Psychoanalysis, international relations, and diplomacy: A sourcebook on large-group psychology*. Routledge.

Webel, C., & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. New York: Routledge.

### **Suggestive readings:**

Anderson, A., & Christie, D. J. (2001). Some contributions of psychology to policies promoting cultures of peace. *Peace and Conflict: Journal of Peace Psychology*, 7(2), 173-185. DOI: [10.1207/S15327949PAC0702\\_07](https://doi.org/10.1207/S15327949PAC0702_07)

Christie, D. J., Hare, A. P., & Winter, D. D. (2001). *Peace, Conflict and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall.

Fox, M. A. (2014). *Understanding Peace: A Comprehensive Introduction*, New York, Routledge.

Galtung, J., Fischer, D., & Fischer, D. (2013). *Johan Galtung: Pioneer of peace research* (Vol. 5). New York: Springer.

Malley-Morrison, K., Mercurio, A., & Twose, G. (Eds.). (2013). *International handbook of peace and reconciliation*. New York: Springer.

Langholtz, H. J. (1998). *The psychology of peacekeeping*. Praeger Publishers/Greenwood Publishing Group.

Volkan, V. D. (2000). Traumatized societies and psychological care: Expanding the concept of preventive medicine. *Mind and Human Interaction*, 11: 177-194.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 14

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 14 Forensic Psychology	4	3	1	0	Class XII	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To examine the history, scope, and ethical considerations of forensic psychology.
- To identify key theories and concepts related to the psychology of criminal behaviour.
- To evaluate the application of forensic psychology in various legal contexts.
- To critically evaluate contemporary issues in the field of forensic psychology.

#### Learning Outcomes

After completing this course the students will be able to:

- Demonstrate an in-depth understanding of the field of forensic psychology.
- Understand the psychology of criminal behaviour.
- Evaluate the application of forensic psychology in various legal contexts.
- Explore current issues and controversies in the practice of forensic psychology in India.

#### Syllabus DSE 14

##### **UNIT I Foundations of Forensic Psychology (12 hours)**

Overview of Forensic Psychology; Roles and Responsibilities of Forensic Psychologists; Forensic Assessment and Evaluation; Professional Ethics and Standards.

##### **UNIT II Psychology of Criminal Behaviour (12 hours)**

Psychological Theories of Criminal Behaviour; Motivation and Criminal Behaviour; Violent Offending and Aggression; Sex Offending and Sexual Violence.

##### **UNIT III Applications of Forensic Psychology (12 hours)**

Eyewitness Identification and Testimony; False Confessions and Interrogation Techniques; Trial Consulting and Jury Selection; Techniques in Forensic Psychology (Narco test, Polygraph test and Psychological Autopsy).

## UNIT IV Trends and Future Directions in Forensic Psychology

(9 hours)

Competency to Stand Trial and Insanity Defense; Forensic Psychology and the Policy Landscape in India; Future Directions in Forensic Psychology Research and Practice.

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

**Tutorial Component**                     **(15 hours)**

### **Suggestive Tutorial activities**

- Organize a role-playing activity where students take on the roles of forensic psychologists in different scenarios (e.g., working with law enforcement, in court, or in a correctional facility).
- Present case studies that require students to analyze and recommend appropriate forensic assessment techniques.
- Assign students to create visual presentations illustrating the key concepts of selected theories.
- Analyze real-life cases to identify and discuss the motivational factors behind criminal behaviour and to prepare case profiles that focus on the motivational aspects of specific criminal cases.
- Simulate a courtroom setting where students practice questioning eyewitnesses and analyzing the reliability of their testimony.
- Conduct a literature review assignment on the factors influencing eyewitness identification accuracy.
- Organize a role-playing activity where students take on the roles of investigators and suspects in an interrogation scenario.

### **Essential/recommended readings:**

- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code/>
- Bartol, C. R., & Bartol, A. M. (2017). *Introduction to forensic psychology: Research and application* (5th ed.). SAGE Publications.
- Dvoskin, J. A., & Skeem, J. L. (Eds.). (2016). *Applying social science to reduce violent offending*. Oxford University Press.
- Howitt, D. (2002). *Forensic and Criminal Psychology*. New Delhi: Prentice Hall.
- Grisso, T. (2013). *Evaluating competencies: Forensic assessments and instruments* (2nd ed.). Springer Science & Business Media.
- Gudjonsson, G. H. (2018). *The psychology of interrogations and confessions: A handbook*. Wiley.
- Hess, A. K., & Weiner, I. B. (Eds.). (2015). *The handbook of forensic psychology* (4th ed.). John Wiley & Sons.

### **Suggestive readings**

- de Ruiter, C., & Kaser-Boyd, N. (2015). *Forensic psychological assessment in practice: Case studies*. Taylor & Francis Group.
- Ewing, C. P., & McCann, J. T. (2006). *Minds on trial: Great cases in law and psychology*. Oxford University Press.

Fulero, S. M., & Wrightsman, L. S. (2008). *Forensic psychology*. Cengage Learning.

Loftus, E. F. (1996). *Eyewitness Testimony: With A New Preface*. Cambridge, MA: Harvard University Press

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 15

### 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 15</b> Introduction to Psychometrics	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Class XII	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the fundamental concepts and principles of psychometrics.
- To understand the process of test standardization.
- To design and develop psychometrically robust measuring instruments.
- To conduct item analysis to evaluate the effectiveness of test items.

### Learning outcomes

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

- Describe psychometric concepts and principles.
- Understand the steps involved in constructing a test.
- Apply statistical techniques of item analysis.
- Standardize psychological tests.

### SYLLABUS OF DSE-15

#### **UNIT I Introduction to Psychometry**

**(8 hours)**

Definition, Nature of psychological measurement; Classical Test Theory, Item Response Theory; Ethical issues (construction and publication of tests).

#### **UNIT II Test Construction**

**(16 hours)**

Conceptualization of the construct (operational definition); Item construction, (item writing, designing responses and scoring); Item analysis (item difficulty, item discrimination, item reliability, and item validity); Translation, validation, and adaptation of test.

#### **UNIT III Test Standardization**

**(15 hours)**

Estimation of Reliability (split-half, parallel/alternate form, test-retest, Kuder-Richardson 20, and Cronbach alpha); Estimation of Validity (Face, Construct, Concurrent, Predictive, Criterion-related, and Factorial validity); Test norms (percentile and standard norms).

#### **UNIT-IV: Issues and Trends in Psychometric Assessment**

**(6 hours)**

Issues: Professional Issues, Social Issues and Moral Issues; Trends: Present and Future Trends in Psychometric Assessment (Indian context also to be emphasized).

#### **Practical component:**

**(30 Hours)**

Suggestive list for practicals:

- Items construction
- Cultural adaptation of a psychological test
- Validation of a psychological test
- Standardization of a psychological test
- Estimating reliability of psychological test

#### **Essential readings**

Aiken, L.R., & Groth-Marnat, G. (2009). *Psychological Testing and Assessment*. New Delhi: Pearson Education.

Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.

Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications*. New Delhi: Pearson Education.

Kaplan, R.M. & Saccuzzo, D.P. (2005). *Psychological Testing and Assessment*. New Delhi: Cengage Learning.

Kline, P. (2000). *Handbook of Psychological Testing (2nd ed.)*. London: Routledge.

#### **Suggested readings**

Cohen, R. J. & Swerdilk, M.E. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. New York: McGraw-Hill Education.

Furr, M R., & Bacharach, V R (2008). *Psychometrics: An Introduction*. Los Angeles: SAGE Publications.

Guilford, J. P. (1989) *Psychometric Methods*. NJ: John Wiley.

Guilksen, (1988). *Theory of Mental Tests*. California: Wiley.

Kalina, P. (1998). *The New Psychometrics: Sciences, Psychology and Measurement*. London & New York: Routledge.

Miller, L. A., Lovler, R.L., & McEntire, S A (2015). *Psychological Testing: A Practical Approach (4<sup>th</sup> Edition)*. New Delhi: SAGE Publication.

Murphy, K.R., & Davidshofer, C.O. (2014). *Psychological Testing: Principles and Applications*. New York: Pearson Education (International Edition)

Nunnally, J.C., & Bernstein, I. H., (2010). *Psychometric Theory*. New Delhi: Tata McGrawHill,

Rust, J., & Golombok, S. (2009). *Modern Psychometrics: The Science of Psychological Assessment*. London and New York: Routledge.

Verma, S K., (2015). Development of Psychological Testing in India. In Savita Malhotra and Subho Chakrabarti, (Eds.). *Developments in Psychiatry in India: Clinical, Research and Policy Perspectives*. New Delhi: Springer, Pp-15-32

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



## DISCIPLINE SPECIFIC ELECTIVE COURSE: 16

### 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 16 Relationship Science</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

### Learning Objectives

- To develop an understanding of the science of close relationships.
- To foster an understanding of families, with special regard to the Indian family.
- Exploring how to nurture and foster healthy relationships.

### Learning Outcomes

By studying this course students will be able to:

- Understand the most influential theoretical perspectives guiding relationships research today
- Form effective relationships with friends and other close relationships, like parents, siblings and grandparents
- Develop strategies to form healthy relationships.

### Syllabus DSE 16

#### **UNIT I Introduction to the field of relationship science**

**(8 Hours)**

Developments in the field of relationship science; Theoretical perspectives: Interdependence theory, attachment theory, evolutionary theories; Methods to study relationships.

#### **UNIT II Close Relationships**

**(14 Hours)**

Family: Father, Mother and Siblings; Grandparents; Indian Joint Family System

Friendships: Factors affecting friendships; impact of friendships; Indian perspective on friendship.

Marriage: evolution, outcomes and factors affecting marital satisfaction.

#### **UNIT III Psychology of love**

**(10 Hours)**

Factors affecting attraction; Love as a prototype (types of love); Theories of love (love as an ego-strength, the evolutionary perspective, the triangular theory of love); Indian perspective- Divine (Bhakti) love.

#### UNIT IV Healing in relationships

(8 Hours)

Healthy relationships: Minding; Flourishing relationships; Relationship Maintenance; Practicing positive relational attitudes like gratitude and forgiveness.

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

**Tutorial Component:**

**(15 Hours)**

**Suggested activities for tutorials:**

- Class debates and discussions to develop critical thinking, e.g. is the Indian perspective of love different from the Global North?
- Experiential exercises to reflect on one's relationship with one's friends/parents/siblings etc.
- Review of movies and OTT series.
- Review of Contemporary Art: Music, Painting etc.
- Review of literature or papers in journals or books.
- Class Presentations on contemporary topics.
- Practicing gratitude through exercises such as gratitude journal, and REACH interventions for inculcating forgiveness.
- Assessing how resilient Indian families are.

This is a suggestive and not an exhaustive list of tutorial activities.

#### Essential/Recommended Readings

- Ahuja, K.K. (2025). *Navigating intimate relationships: Locate your north star*. Routledge.
- Balgopal, P. R., Vassil, T. V., & Verma, R. (2024). Group formation and development. In *Social group work: Historical and contemporary perspectives and practice* (pp. 75–98). Routledge India.
- Compton, W.C. & Hoffman, E. (2020). Chapter 5. Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, 3<sup>rd</sup> Ed. Sage.
- Chakravorty, S., Desai, S., & Vanneman, R. (2021). *Family demography in India: Emerging patterns and its challenges*. National Council of Applied Economic Research (NCAER). Retrieved from [https://www.ncaer.org/news\\_details.php?nID=499](https://www.ncaer.org/news_details.php?nID=499)
- Erber, R. & Erber, M. W. (2024). *Intimate relationships: Issues, theories and research*, 4<sup>th</sup> Edition. Routledge.
- Fehr, B., & Russell, J. A. (1991). The concept of love viewed from a prototype perspective. *Journal of Personality and Social Psychology*, 60(3), 425-438. <https://doi.org/10.1037/0022-3514.60.3.425>
- Finkel, E. J., & Simpson, J. A. (2015). Editorial overview: Relationship science. *Current Opinion in Psychology*, 1, 5-9.
- Regan, P. (2011). *Close relationships*. Routledge.
- Sternberg, R.J. & Weis, K. (2008)(Eds.). *The New Psychology of Love*. Yale University Press.

#### Suggestive readings

- Ahuja, K.K. & Khurana, D. (2021). Locked-Down love: A study of intimate relationships before and after the COVID lockdown. *Family Relations*, 70(5), 1343-1357. doi.org/ 10.1111/fare.12582.
- Berscheid, E. (1999). The greening of relationship science. *American Psychologist*, 54(4), 260–266. <https://doi.org/10.1037/0003-066X.54.4.260>

- Diener, E., & Oishi, S. (2005). The nonobvious social psychology of happiness. *Psychological Inquiry*, 16, 162-167.
- Dhar, P.L. (2019). Chapter 18. Love and Kindness. In *The Budha for inquisitive minds*. Embassy Books.
- Franzoi, S.L. (2016). *Social Psychology*, 7<sup>th</sup> Ed. BVT Publishing
- Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.
- Hojjat, M. & Moyer, A. (2016)(Eds.). *The Psychology of Friendships*. Oxford University Press.
- Paranjape, A.C. (2009). In defence of an Indian approach to the psychology of emotion. *Psychological Studies*, 54, 3–22.
- Rye, M. S. & Kenneth I.P. (2002). Forgiveness and romantic relationships in college: Can it heal the wounded heart? *Journal of Clinical Psychology*, 58(4), 419–441.
- Varma S. (2024). True love: The penultimate emotion. In G. Misra & I. Misra (Eds.), *Emotions in cultural context* (pp. 453-462).Springer.
- <https://www.youtube.com/watch?v=LLXX8wzvT7c>. Gottman, J. *Making relationships work* (part 1).

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 17

### 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 17 Bereavement, Grief and Healing</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

#### Learning Objectives:

- Introduce students to the psychological, cultural, and social constructs of death, bereavement, and grief.
- Explore various theoretical perspectives on grief and mourning, including stage models, task-based approaches, and constructivist views.
- Examine the cultural expressions of grief through rituals, traditions, and mourning practices across different societies.
- Highlight therapeutic interventions, including professional and alternative healing approaches, to support individuals experiencing grief.

#### Learning Outcomes:

- Articulate a nuanced understanding of death and grief from psychological, cultural, and religious perspectives.
- Understand the theoretical frameworks to analyze grief experiences across diverse social and cultural contexts.
- Know the role of professional interventions and alternative healing practices in supporting grieving individuals.
- Demonstrate empathy and cultural sensitivity in addressing grief and loss across varied populations.

## Syllabus DSE-17

### Unit I: Loss and Bereavement

(12 Hours)

Definition of Death, Perspectives on Death- Death from Eastern and Western perspectives, Karma theory and the cycle of life, death, and rebirth, Concepts of detachment (vairagya), acceptance (samarpan), and dharma in grieving, Religious understanding of Death (Freud, Jung, Tillich, and Bolwby) Clinical Understanding of Death, Psychological Responses to Death (death anxiety), Bereavement.

### Unit II: Understanding Grief and Loss

(9 Hours)

Conceptualising Grief (Definitions, types, and triggers of grief), Bio–Psycho–Social–Spiritual Aspects of Grief, Theories of Grief and Mourning (stage models, task-based models and constructivist perspectives), Grief Responses (emotional and cognitive responses to grief, Pathological responses - Prolonged Grief Disorder, Complicated Grief).

### Unit III: Cultural and Social Contexts of Grief

(12 Hours)

Cultural expressions of grief: rituals, traditions, and mourning practices across cultures, Social Constructs of grief: disenfranchised grief, Collective grief in the face of disasters, pandemics, spirituality and grief.

### Unit IV: Healing Practices and Professional Interventions

(12 Hours)

Therapeutic approaches to grief (Individual therapy (CBT, narrative therapy, existential therapy, crisis intervention), Group interventions and Community Support Systems, Alternative Healing Modalities (Faith Healing, shamans and Mindfulness); Ethics in Grief Work (Understanding boundaries, cultural sensitivity, and trauma-informed care); Post-Traumatic Growth (recognizing opportunities for personal growth and transformation).

### Suggested Tutorial Activities: (15 Hours)

- Examine individual differences in grief on personality traits, coping styles, and attachment patterns.
- Explore family systems and dynamics during grief.
- Examine the role of shared grief in strengthening or straining relationships.
- Examine how children understand and cope with loss.
- Discuss the challenges in adulthood in managing grief while balancing roles and responsibilities.
- Interview an elderly person to understand their understanding of grief.
- Self-reflection journal on experiences with change or loss.
- Case vignette analysis: Grief experiences across the lifespan.
- Role-play scenarios: Providing support to grieving individuals.
- Group project on cultural mourning practices.
- Reflection paper on societal attitudes toward disenfranchised grief.
- Analysis of movies and texts on experiences of grief.

### Essential Readings

Benziman, G.; Kannai, R.; & Ahmad, A. "The Wounded Healer as Cultural Archetype." *CLCWeb: Comparative Literature and Culture* 14.1 (2012). <https://doi.org/10.7771/1481-4374.1927>

Bryant, C. D. (2003). *Handbook of death and dying*. SAGE Publications.

Dalal, A. K. (2016). *Cultural Psychology of Health in India: Well-being, Medicine and traditional Health Care*. India: Sage Publications.

Feifel, H. (1959). *The meaning of death*. McGrawHill.

- Fong, B. Y. (2016). *Death and Mastery: Psychoanalytic drive theory and the subject of late capitalism*. Columbia University Press
- Greenspan, M. (2003). *Healing through the dark emotions: the wisdom of grief, fear, and despair*. Shambhala
- Gross, R. (2018). *The Psychology of Grief*. Taylor & Francis Group.
- Yalom, I. D. (2008). *Staring at the sun*. Wiley
- Kübler-Ross, E. (2009). *On Death and Dying What the dying have to teach doctors, nurses, clergy and their own families*. Routledge.
- Neimeyer, R. A. (1994). *Death Anxiety Handbook: Research, Instrumentation, and Application*. Taylor & Francis
- Neimeyer, R. A., Harris, D., Winokuer, H. R., & Thornton, G. F. (Eds.). (2022). *Grief and Bereavement in Contemporary Society: Bridging Research and Practice*. Routledge.
- Parkes, C. M., Laungani, P. D., & Young, B. (1997). *Death and bereavement across cultures*. Routledge
- Pentaris, P. (Ed.). (2021). *Death, Grief and Loss in the Context of COVID-19*. Routledge.
- Samuel, J. (2017). *Grief Works: stories of life, death and surviving*. Penguin
- Zerubavel, N., & Wright, M. O. (2012). The dilemma of the wounded healer. *Psychotherapy*, 49(4), 482–491. <https://doi.org/10.1037/a0027824>

### **Suggestive Readings**

- Boyratz, G., Horne, S. G., & Waits, J. B. (2014). Accepting death as part of life: meaning in life as a means for dealing with loss among bereaved individuals. *Death Studies*, 39(1), 1–11. <https://doi.org/10.1080/07481187.2013.878767>
- Cozzolino, P. J., Blackie, L. E. R., & Meyers, L. S. (2013). Self-Related consequences of death fear and death denial. *Death Studies*, 38(6), 418–422. <https://doi.org/10.1080/07481187.2013.780110>
- Kumar, R. M. (2023). The many faces of grief: A systematic literature review of grief during the COVID-19 pandemic. *Illness, Crisis & Loss*, 31(1), 100-119.
- Martin, P.M. (2023). *Personal Grief Rituals : Creating Unique Expressions of Loss and Meaningful Acts of Mourning in Clinical or Private Settings*. Routledge.
- Neimeyer, R. A., Wittkowski, J., & Moser, R. P. (2004). Psychological Research on Death Attitudes: An Overview And Evaluation. *Death Studies*, 28(4), 309–340. <https://doi.org/10.1080/07481180490432324>
- Walter, C. A., McCoyd, J. L. M., Koller, J., & Koller, J. M. (2021). *Grief and Loss Across the Lifespan: A Biopsychosocial Perspective*. Springer Publishing Company.

## DISCIPLINE SPECIFIC ELECTIVE COURSE: – 18

### 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 18 Consumer Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the psychological factors involved in consumer behaviour.
- To understand the internal dynamics of consumers.
- To describe how marketers structure their messages to persuade consumers.

#### Learning outcomes

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

- Interpret and analyse information about products and services available.
- Understand their motivations for consumption.
- Identify cultural values that influence their consumption behaviour.
- Make informed decisions regarding their purchase behaviour.

#### Syllabus DSE-18

##### **UNIT I Introduction to Consumer Psychology (11 hours)**

Nature of consumer and consumer psychology, Historical development of consumer psychology; Models of consumer behaviour (learning & psychoanalytic); Contemporary issues in consumer psychology (digital consumer behaviour, sustainability- green consumerism & green washing, ethical consumption).

##### **UNIT II Individual Consumer (12 hours)**

Consumer attention; Consumer learning and memory; Consumer needs (hedonistic vs. utilitarian consumption), Motivational determinants of consumer behaviour.

##### **UNIT III Consumer Influences (12 hours)**

Consumer attitudes and persuasion; Social influence on consumption (family, peers, social media); Cultural values and consumption.

##### **UNIT IV Consumer Decision Making (10 hours)**

Consumer decision making process; Types of consumer decision making; Heuristics and cognitive biases in consumer decision making; Consumption and happiness.

**Practical component      NIL**

**Tutorial component: (15 hours)**

### **Suggestive tutorial activities:**

- Debates on ethics of influencer marketing
- Consumer surveys on online shopping/ sustainable consumption
- Case Study analysis of consumer behaviour/ brand loyalty
- Perceptual experiments on how sensory cues influence consumer perception
- Consumer motivation mapping of brands and products.
- Heuristic analysis of marketing strategies
- Group-dynamics role play on consumer scenarios/consumer decision making
- Analysing real-world advertising campaigns
- Class discussion on analysis of factors influencing consumer perception and purchase decisions

### **Essential/recommended readings**

- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.
- Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus, and Giroux.
- Kumar, S.R. (2017). *Consumer behaviour: The Indian context (Concepts and cases)* 2<sup>nd</sup> ed. India: Pearson India Education Services Pvt. Ltd
- Schiffman, L.G. & Wisenblit, J. (2019). *Consumer behaviour* (12<sup>th</sup> ed.). NY: Pearson Education
- Solomon, M.R. (2013). *Consumer behaviour: Buying, having and being* 10<sup>th</sup> ed. England: Pearson Education Limited.

### **Suggestive readings**

- Fennis, B. M., & Stroebe, W. (2015). *The Psychology of Advertising*. Psychology Press.
- Foxall, G.R. (2015). *Consumer behaviour: A practical guide*. London & NY: Routledge
- Noel, H. (2009). *Consumer behaviour*. Switzerland: AVA Publishing
- Schiffman, L. G., Kanuk, L. L., & Kumar, S. R. (2020). *Consumer Behavior: Buying, Having, and Being* (12th ed.). Pearson.
- Wanke, M. (Ed.). (2009). *Social psychology of consumer behaviour*. NY: Taylor & Francis Group.
- Young, B. (2018). *Consumer psychology: A life span developmental approach*. UK: Palgrave Macmillan

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



## DISCIPLINE SPECIFIC ELECTIVE COURSE -19

### 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 19 Psychology of Spirituality</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>NIL</b>

#### Learning Objectives

- To develop an understanding of Spirituality, its relationship with psychology & the impact of spiritual practices on the structure & function of the brain.
- To study the traditional & contemporary perspectives of spiritual practices in relation to mental health.
- To understand the spiritual practices that enhance well-being & build resilience in an individual.

#### Learning outcomes

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

- Have an in-depth understanding of Spirituality, its relationship with Psychology & the impact of spiritual practices.
- Develop thorough knowledge on the mental health of an individual in relation to the traditional & contemporary perspectives of spiritual practices.
- Acquire a holistic understanding of the various spiritual practices and their real life applications.

#### SYLLABUS OF DSE- 19

##### UNIT I: Introduction:

Understanding Spirituality, Relationship between Psychology and Spirituality, Difference between Spirituality and Religion, Impact of Spiritual Practices on Structure and Function of the Brain.

**(12 hours)**

**UNIT II : Traditional Perspectives:** Traditional Perspectives on Mental Health in light of Spiritual Practices (Hinduism, Buddhism, Christianity, Sikhism)  
(12 hours)

**UNIT III: Contemporary perspectives:** Contemporary perspectives on Mental Health in light of Spiritual Practices (Sri Aurobindo (Integral yoga), Jung, Frankl).  
(12 hours)

**UNIT IV: Uses:** Using spiritual practices to enhance Well Being and build Resilience (Prayer, meditation, chanting, mindfulness).  
(9 hours)

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

**Tutorial Component** (15 hours)

### **Suggested Tutorial Activities**

- Community outreach program: Visiting spiritual and religious places to understand the philosophy and spiritual practices.
- Debates (role of spirituality in promoting mental well-being).
- Reflective Writing Exercises on Personal Spiritual Growth.
- Book reviews.
- Presentations on Traditional Perspectives in Different faiths.
- Presentation on the neurobiological basis of spirituality and its implications for mental health.
- Interactive meditation sessions (chanting, prayers).
- Comparative analysis essay on the spiritual practices of two different traditions.
- Practicing Mindfulness through journaling.
- Design guided meditation script tailored for a specific psychological well-being outcome.

### **Essential/recommended readings**

- Arthur, A. Frankl's Logotherapy: Spirituality and Search for Meaning. Retrieved from [https://scholar.google.com/scholar?hl=en&as\\_sdt=0%2C5&q=Frankl%E2%80%99s+Logotherapy%3A+Spirituality+and+Search+for+Meaning+Anne+Arthur&btnG=](https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Frankl%E2%80%99s+Logotherapy%3A+Spirituality+and+Search+for+Meaning+Anne+Arthur&btnG=)
- Bhawuk, D. (2011). Spirituality and Indian psychology: lessons from the Bhagavad-Gita. Springer Science & Business Media.
- Jhutti-Johal, J. (2012). Sikhism and mental illness: negotiating competing cultures. In Religion and the Body (pp. 235-255). Brill.
- Lazaridou, A., & Pentaris, P. (2016). Mindfulness and spirituality: therapeutic perspectives. Person-Centered & Experiential Psychotherapies, 15(3), 235-244.
- Moanungsang (2014). Sri Aurobindo's Integral Yoga . Christian world imprints. New Delhi. India.
- Mohandas E. (2008). Neurobiology of spirituality. Mens sana monographs, 6(1), 63–80.  
<https://doi.org/10.4103/0973-1229.33001>
- Nelson, J. M. (2009). Psychology, religion, and spirituality. Springer Science & Business Media.
- Rao, K. R., & Marwaha, S. B. (Eds.). (2005). Towards a spiritual psychology: Essays in Indian psychology. Samvad India Foundation.

### **Suggestive readings**

- Chowdhury, M. S., Kochar, M. K. (2020). A study of spiritual values in Sikhism to immune the mental health for joyful living. GHG Journal of sixth thought, 7.
- Paloutzian, R. F., & Park, C. L. (Eds.). (2014). Handbook of the psychology of religion and spirituality. Guilford Publications.
- Rama, S. (2000). Perennial psychology of the Bhagwat Gita. Himalayan Institute Press.
- Tseng, A. A. (2022). Scientific Evidence of Health Benefits by Practising Mantra Meditation: Narrative Review. International Journal of Yoga, 15(2), 89.
- Villani, D., Sorgente, A., Iannello, P., & Antonietti, A. (2019). The role of spirituality and religiosity in subjective well-being of individuals with different religious status. Frontiers in psychology, 10, 1525.

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

**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 20 Statistical Techniques Using Software Tools</b>	<b>4</b>	<b>3</b>	<b>Nil</b>	<b>1</b>	<b>Class XII</b>	

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To familiarize students with advanced statistical methods applicable to psychological research.
- To orient students to conduct data analysis utilizing statistical software applications.
- To equip students to interpret and present statistical findings.
- To encourage critical thinking and the capability to assess the suitability of statistical methods for particular research inquiries.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

By studying this course, students will be able to:

- Utilize software tools to perform statistical analyses.
- Interpret and report results of statistical analyses.
- Employ statistical techniques in psychological research.
- Evaluate the statistical methods and outcomes presented in published studies.

**Syllabus DSE 20**

**UNIT – I: Basics of Quantitative analysis (10 hours)**

Data Cleaning, Missing values, Normalcy of data, Sample size estimation, Power and Effect size

**UNIT – II: Analysis of Variance (12 hours)**

Repeated measures ANOVA; Introduction to Factorial Designs: 2-way ANOVA, ANCOVA, MANOVA

**UNIT – III: Correlation and Regression Analysis (13 Hours)**

Correlation methods (point biserial, biserial, tetrachoric and Phi), Partial and Multiple correlation; Multiple regression, logistic regression; Introduction to Mediation and Moderation analysis; Interpretive aspect of correlation and regression

#### UNIT – IV: Non-Parametric Statistics

(10 Hours)

Mann-Whitney Wilcoxon test, Wilcoxon signed-rank test, Kruskal-Wallis one way ANOVA and Friedman test; Applications of non-parametric methods in psychological research.

#### Practical component:

(30 hours)

- Hands-on data analysis using software such as Jamovi, SPSS, R, or Python.
- Sample size estimation, Power and Effect size using G\* Power.
- Conducting statistical tests and interpreting results.
- Report writing and presentation of analysis outcomes using APA format.

#### Essential/recommended readings:

Aron, A., Aron, E. N., & Coups, E. J. (2022). *Statistics for Psychology* (7th ed.). Pearson.

Broota, K. D. (1990). *Experimental design in behavioural research*. Wiley.

Dugard, P., Todman, J. B., & Staines, H. (2010). *Approaching multivariate analysis: A practical introduction* (2nd ed.). Routledge.

Field, A. (2017). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.

Hinton, P. R., McMurray, I., & Brownlow, C. (2014). *SPSS explained* (2nd ed.). Routledge.

King, B. M., & Minium, E. W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th ed.). Wiley.

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

#### Suggestive readings:

Garrett, H. E. (2014). *Statistics in Psychology and Education* (6th ed.). Surjeet Publications.

Mangal, S. K. (2002). *Statistics in Psychology and Education* (2nd ed.). Prentice Hall India Learning Private Limited.

Rust, J., Kosinski, M., & Stillwell, D. (2020). *Modern psychometrics: The science of psychological assessment* (4th ed.). Routledge.

#### Suggestive Softwares:

- <https://www.jamovi.org/>
- <https://www.psychologie.hhu.de/arbeitsgruppen/allgemeine-psychologie-und-arbeitspsychologie/gpower>

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 21

### 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 21 Basic Psychotherapeutic Skills</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class XII</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to understand various psychotherapeutic modalities & techniques
- To be aware of ethical and legal frameworks to work as a professional therapist
- To develop clinical skills through experiential learning
- To learn how to do assessment & psychotherapy of complex disorders
- To integrate knowledge of theory with practice

### Learning Outcomes

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

- Develop an understanding of various therapeutic modalities & psychotherapeutic techniques
- Learn to avoid malpractice as a psychotherapist by abiding by ethical and legal requirements
- Enhance the ability to assess and treat complex psychological issues
- Acquire skills to practice different therapeutic approaches

### Syllabus of DSE

#### **Unit 1: Introduction to Psychotherapy (10 hours)**

Definition, process, need and scope of Psychotherapy, Verbal response modes and intentions, Case conceptualization in various settings and Case record

#### **Unit 2: Psychotherapeutic Techniques (15 hours)**

Psychoanalytic psychotherapy (Nancy McWilliams), Logotherapy, Acceptance and commitment therapy, Interpersonal therapy, Narrative therapy

#### **Unit 3: Psychotherapy in diverse settings (12 hours)**

Group psychotherapy, Psychotherapy in multicultural settings, Expressive therapy (Play therapy/Art therapy/dance therapy)

#### **Unit 4: Ethics and Psychotherapy (8 hours)**

Need for Ethics in Psychotherapy, PWD Act 2016, National Commission for Allied Healthcare Professions Act, 2021, Mental Health Care Act 2017

### **Suggestive Practicals-**

**(30 hours)**

- Case conceptualisation and formulation
- Case study review
- Analysis of therapist-client session
- Interview techniques for psychotherapy
- Analysis of movies/text/art
- Intersection of psychotherapy and technology
- Exploration of multicultural issues in psychotherapy
- Understand the nuances of play therapy with children
- Visit to clinics/hospitals/NGOs

### **Essential/recommended readings:**

- Clark, K. M. (2014). *Play therapy: A comprehensive guide to theory and practice*. Guilford Publications.
- Consoli, A. J., Beutler, L. E., & Bongar, B. (Eds.). (2017). *Comprehensive textbook of psychotherapy*. Oxford University Press.
- Dalal, A. (2007). Folk wisdom and traditional healing practices: Some lessons for modern psychotherapies. *Foundations of Indian Psychology*, 5–4.
- Frank, E., Swartz, H. A., & Kupfer, D. J. (2019). Interpersonal and social rhythm therapy: managing the chaos of bipolar disorder. *Bipolar Disorder*, 257-268.
- Lev, A., McKay, M., Steven C. Hayes, Dennis Tirch, Matthieu Villatte, Russ Harris, Jill Stoddard, Kirk Strosahl, Russell Kolts, Georg H. Eifert, & Laura Silberstein-Tirch. (n.d.). *ACT for Couples: A Therapist's Guide to Using Acceptance and Commitment Therapy and Schema Awareness to Help Couples Overcome Relationship Struggles*.
- Malchiodi, C. A. (2023). *Handbook of expressive arts therapy*. The Guilford Press.
- Ministry of Law and Justice. (2021). *The national commission for allied and healthcare professions act*. Ministry of Health and Family Welfare.
- Nelson-Jones, R. (2013). *Practical counselling and helping skills: Text and activities for the lifeskills counselling model*. Sage Publications.
- Sharf, R. S. (2004). *Theories of psychotherapy and counseling: Concepts and cases*. Thomson/Brooks/Cole.
- Young, J. E., Klosko, J. S., & Weishaar, M. E. (2006). *Schema therapy: A practitioner's guide*. Guilford press.

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## GENERIC ELECTIVE COURSE : Understanding Human Resources

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE Understanding Human Resources	4	3	1	0	Class XII	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- 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

The Learning Outcomes of this course are as follows:

- The students will be able to develop the understanding of the concept of human resource management and to understand its relevance in organisations.
- It will enable students to effectively manage and plan key human resource functions within organisations.
- The student will be able to integrate the knowledge of HR concepts to take correct business decisions.

### Syllabus GE

#### UNIT –I Acquisition of Human Resources (15 hours)

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

#### UNIT – II Development of Human Resources (9 hours)

Training: Process, Training Need Analysis, Training methods.

#### UNIT III Rewarding Human Resources (9 hours)

Performance Appraisal: Process, Methods.



## **UNIT IV HRM and IHRM**

**(12 hours)**

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

### **Suggestive list of Tutorials (15 hours)**

- Mock Recruitment Process
- Training Needs Analysis (TNA)
- Performance Appraisal Role Play
- Case Study

### **Essential/recommended readings**

Aswathappa, K. (2017). *Human Resource Management: Text and Cases* (8th ed.) McGraw Hill Education.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International Human Resource Management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge.

Chadha, N.K. (2005). *Human Resource Management-Issues, case studies and experiential exercises*. 3rd edition. New Delhi: Sai Printographers.

DeCenzo, D. A. & Robbins, S.P. (2021). *Fundamentals of Human Resource Management*. (14th Ed). NY: Wiley.

Harzing, A. W. (2011). *International Human Resource Management*. Sage.

### **Suggestive readings**

Deb, T. (2006). *Strategic Approach to Human Resource Management: Concept, Tools & Application*. Atlantic Publishers.

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## GENERAL ELECTIVE COURSE: Psychology and Communities

### 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- Psychology and Communities	4	3	1	0	Class XII	Nil

#### Learning Objectives

- To comprehend the concepts and goals of Community Psychology.
- To examine research methods relevant to the field of Community Psychology.
- To learn applications of Community Psychology towards vulnerable communities.
- To understand the links between community-based work and mental health.

#### Learning outcomes

By studying this course, students will be able to:

- Obtain a greater understanding of community based work.
- Analyze phenomena through an ecological lens.
- Acquire the readiness to work with different communities.

#### Syllabus

##### **UNIT – I Community Psychology - An Introduction**

**(12 Hours)**

Definition and types of communities; Nature and core values of community psychology; Ecological Systems Perspective in Community Psychology

##### **UNIT – II Research in Community Psychology**

**(12 Hours)**

Goals of Community Research; Assumptions and Values underlying Research in Community Psychology; Processes in Community Psychology Research; Research methods of Community Psychology

##### **UNIT III- Working with Vulnerable Communities**

**(9 Hours)**

Community based work on maternal and child health; Community based work with communities facing natural disasters; Community based work with indigenous (tribal) communities

##### **UNIT IV- Community Mental Health in India** **Hours)**

**(12**

Community Mental Health; Changing Public Stigma in India; Prevention and Treatment of Mental Health Problems at the Community Level; Community-based Rehabilitation

#### **Suggestive tutorial activities**

**(15 hours)**

- Discussions on the lives and works of well-known community psychologists and/or advocates
- Presentations on topics relevant to Community Psychology
- Devising and sharing interesting research designs and interventions on topics given in the syllabus
- Self-reflective exercises on students' community based identities
- Documentary screening and analysis on diverse communities.

- Analysis of policies relevant to different communities

### Essential readings

- Bakic, H., & Ajdukovic, D. (2021). Resilience after natural disasters: the process of harnessing resources in communities differentially exposed to a flood. *European journal of psychotraumatology*, 12(1), 1891733.
- Cáceres, Á. L., Ramesh, R. M., Newmai, P., Kikon, R., & Deckert, A. (2023). Perceptions, health seeking behavior and utilization of maternal and newborn health services among an indigenous tribal community in Northeast India—a community-based mixed methods study. *Frontiers in Public Health*, 11.
- Deb, S., Sunny, A. M., & Sanyal, N. (2020). *Community Psychology: Theories and Applications*. SAGE Publications India Pvt Limited.
- Joseph, J. K., Anand, D., Prajeesh, P., Zacharias, A., Varghese, A. G., Pradeepkumar, A. P., & Baiju, K. R. (2020). Community resilience mechanism in an unexpected extreme weather event: An analysis of the Kerala floods of 2018, India. *International Journal of Disaster Risk Reduction*, 49, 101741.
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Singapore: Wadsworth Cengage Learning.
- McNamara, R. A., & Naepi, S. (2018). Decolonizing community psychology by supporting indigenous knowledge, projects, and students: Lessons from Aotearoa New Zealand and Canada. *American Journal of Community Psychology*, 62(3-4), 340-349.
- Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.
- Opačić, A. (2021). *Practicing Social Work in Deprived Communities*. Springer International Publishing.
- Palita, S. K., Panda, D., & Nayak, J. K. (2023). Indigenous Communities And Biodiversity Conservation: An Indian Perspective. *Science And Culture*.
- Sharma, S., Mehra, D., Akhtar, F., & Mehra, S. (2020). Evaluation of a community-based intervention for health and economic empowerment of marginalized women in India. *BMC Public Health*, 20(1), 1-16.

### Additional References:

- Bhattacharjee, S. (2021). Conservation of Indigenous Tribal Culture at Tripura, India: A Model. *Library Philosophy and Practice*, 1-11.
- Duffy, K. G., & Wong, F. Y. (2000). *Community psychology*. Allyn & Bacon.
- Gupta, M., Bosma, H., Angeli, F., Kaur, M., Chakrapani, V., Rana, M., & Van Schayck, O. C. (2017). Impact of a multi-strategy community intervention to reduce maternal and child health inequalities in India: a qualitative study in Haryana. *PloS one*, 12(1), e0170175.

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

## GENERAL ELECTIVE COURSE : Cognitive Psychology in the Contemporary World

### 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 Cognitive Psychology in the Contemporary World	4	3	1	0	Passed Class XII	Nil

#### Learning Objectives

- To understand the nature of human cognition
- Understand the fundamental concepts central to cognitive psychology
- To comprehend how cognitive functioning operates in everyday life.

#### Learning outcomes

By studying this course, students will be able to :

- Learn important concepts in the field of Cognitive Psychology
- Understand the uses of cognitive psychology concepts in daily life.

#### Syllabus GE

##### Unit I: Cognitive Psychology: Introduction

( 9 Hours)

Nature, Fundamental Ideas And Key Themes; History: Philosophical And Psychological Antecedents Of Cognitive Psychology; Paradigms Of Cognitive Psychology

##### Unit II: Reasoning And Decision Making

(12 hours)

Types Of Reasoning; Patterns Of Reasoning Performance; Phases Of Decision Making; Cognitive Illusions In Decision Making

##### Unit III Language

(12 hours)

The Structure Of Language; Language Comprehension And Production; Language And Cognition

##### Unit 4: Individual And Situational Differences In Cognition

(12 hours)

Gender Differences In Cognition; Effects Of Aging On Cognition; Cognition In Cross-Cultural Perspectives

#### Suggestive tutorial activities

(15 hours)

- Discussions on the lives and works of well-known cognitive psychologists
- Presentations on topics relevant to cognitive psychology. E.g., critical thinking, culture and cognition
- Devising and sharing interesting research designs on topics given in the syllabus
- Experiential exercises related to cognitive phenomena such as reasoning and decision making
- Documentary screening on related fields such as cognitive neuroscience, cognitive science

**Essential/ recommended readings:**

- Srinivasan, N., Gupta, A., & Pandya, R. (Eds.) (2008). *Perspectives on Cognitive Science; Volume 1*. New Delhi; Sage Publications
- Galotti, K. (2013). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). Sage Publications.
- Matlin, M.W. (2014). *Cognition*. 8<sup>th</sup> Edition. Delhi: Pearson.
- Sternberg, K., & Sternberg, R. (2011). *Cognitive Psychology*. Cengage Learning.
- Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). *Psychology: Core concepts*. (7th ed.). U.S.A.: Pearson.

**Suggested readings:**

- Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student's handbook*. Psychology press.
- Passer, M. W., & Smith, R. E. (2004). *Psychology: The science of mind and behavior*. McGraw-Hill.
- Reiter-Palmon, R., & Illies, J. J. (2004). Leadership and creativity: Understanding leadership from a creative problem-solving perspective. *The leadership quarterly*, 15(1), 55-77.

## GENERAL ELECTIVE COURSE : Fundamentals of Sports Psychology

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE: Fundamentals of Sports Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Passed Class XII</b>	<b>Nil</b>

#### Learning Objectives

- To understand the role of psychology in sports
- To get familiarized with the fundamental concepts of psychology with an emphasis on the application of psychology in sports
- Through an integrated approach students gain the insight they need to understand, explain & apply key concepts of sports psychology in a real-life setting.
- Hands-on training to students with the help of practical are listed in the course.

#### Learning Outcomes

- Understand potential issues with measurement and interventions in sports.

#### Syllabus

##### **UNIT-I: Basics of Sports Psychology (15 hours )**

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

##### **UNIT-II: Psychophysiological Correlates (12 Hours)**

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

##### **UNIT – III : Psychological Problems of Athletes (8 Hours)**

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

##### **UNIT – IV: Mental Training in Sports (10 Hours)**

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

##### **Suggestive Practical : (30 Hours)**

- Any psychological test from the above units on measuring Sports Anxiety, Personality Testing POMS, Attention & Concentration, etc.

- Measuring Participation Motivation Questionnaire, Willi's sports motivation scale, Mental Toughness, etc.
- Hands-on training on any of the above-listed interventions through simulated Exercise / Workshop
- Simulated Exercise/case study of Indian sportsperson /Team.

### **Essential/recommended readings**

Cox ,R (2006) .Sports Psychology .McGraw -Hill Education  
 Carron, A.V ., Hausenlas, H.A.Mark Eys (2005).Group Dynamics in Sports.Organtown ,WV:Fitness information Technology , INC, US.  
 Mohan, J. (2010). Sports Psychology: Emerging Horizons. New Delhi: Friends Publishers  
 Weinberg , R.S.,& Gould ,D(1995) .Foundation of sports & Exercise psychology Champaign,IL:Human Kinetics.

### **Suggested readings**

Jarvis M (2006). *Sports psychology: A students handbook* .Rutledge.  
 LeUnes, A., & Nation, J.R (2002). *Sport psychology: An introduction* 3rd ed.Belmont CA: Wadsworth Thomson Learning.  
 Perry J (2016) .*Sports Psychology: A complete introduction* .Kindle Edition  
 Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). John Wiley & Sons, Inc.

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

## GENERIC ELECTIVE COURSE: Statistical Foundations for

### 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 Statistical Foundations for Psychological Research	4	3	1	0	XII Passed	Nil

#### Learning Objectives

- To understand the importance of statistics in psychological research.
- To develop the ability to summarize and describe data sets using descriptive statistics.
- To understand and interpret the normal distribution curve in the context of psychological data analysis.
- To analyze relationships between variables using correlation techniques.
- To understand basics of hypothesis testing and determining statistical significance in psychological research.

#### Learning outcomes

By studying this course, students will be able to:

- Calculate and interpret descriptive statistics such as measures of central tendency and variability.
- Understand and apply the normal probability curve and z-scores.
- Conduct correlation analysis and interpret results.
- Understand testing of hypotheses and the implications of statistical significance.
- Use statistical reasoning to evaluate psychological research and draw valid conclusions.

#### Syllabus

##### UNIT-I: Introduction

(12 Hours)

Importance of statistics in psychological research; Descriptive and Inferential Statistics; Scales of Measurement; Measures of Central Tendency (Mode, Median, Mean): Properties and Computation using raw scores; Measures of Variability (Range, Variance, Standard Deviation): Properties and Computation using raw scores.



## **UNIT – II: Standard Scores & Normal Probability Curve (8 Hours)**

Standard Scores (z-scores and T-scores): Properties and Computation using raw scores; Normal Probability Curve: Nature and Properties; Skewness & Kurtosis: Meaning and Types

## **UNIT–III: Correlation (10 Hours)**

Correlation: Direction and Degree; Correlation and Causation; Pearson's Coefficient of Correlation: Assumptions and Computation from raw scores; Cautions concerning Correlation Coefficients

## **UNIT–IV: Hypothesis Testing (15 Hours)**

Testing a Hypothesis about a Single Mean; Steps of Hypothesis Testing; Null hypothesis & Alternate hypothesis; Retention & Rejection of Null hypothesis; p - values and statistical significance; Errors in hypothesis testing (Type I & Type II Errors); t - test (independent & paired sample); Difference between Parametric and Non-Parametric Tests

## **Tutorial Component (15 Hours)**

The following suggestive list of activities may be done manually or using excel tool pack or statistical software:

- Applying statistical methods to real-world psychological research
- Calculating descriptive statistics
- Drawing The Normal Probability Curve
- Problems Based On Standard Scores
- Calculating and Interpreting Pearson's Coefficient Correlation
- Performing Hypothesis Testing Using T-test
- Interpreting Data Based On P-values and statistical significance
- Reporting Results in APA Format

## **Essential/recommended readings**

Aron, A., Aron, E. N. & Coups, E. J. (2013). *Statistics for Psychology* (6<sup>th</sup> Ed.). Delhi: Prentice Hall of India.

Howitt, D. and Cramer, D. (2011). *Introduction to Statistics in Psychology*. London, UK: Pearson Education Ltd.

King, B. M. & Minium, E. W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5<sup>th</sup> Ed.). Noida: Wiley.

Mangal, S. K. (2012). *Statistics in Psychology and Education* (2<sup>nd</sup> Ed.). Delhi: Prentice Hall of India.

### **Suggestive readings**

Bourne, V. (2017). *Starting Out in Methods and Statistics for Psychology: A Hands-on Guide to Doing Research*. Oxford University Press.

Garrett, H. E. (2005). *Statistics in Psychology and Education*. Delhi: Cosmo Publications.

Veeraraghavan, V.&Shetgovekar,S.(2016).Textbook of Parametric and Non-Parametric Statistics. New Delhi: Sage.

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

# **SEMESTER- VIII**

## DISCIPLINE SPECIFIC CORE COURSE 20

### 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 20 Culture and Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Class XII</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

To understand and critically evaluate the role of culture in different culturally informed traditions of Psychology: Cultural Comparative, Cultural Psychology, Indigenous Psychologies and Decolonial Psychology

To specify the mechanisms involved in the interplay of psyche and culture in diverse approaches to study culture

To introduce methodological practices of studying culture in different cultural approaches

To comprehend the cultural constitution of psychological processes such as emotion, moral development, family relations, health and healing

### Learning outcomes

By studying this course students will be able to:

- Understand the need to study culture in psychology
- Compare and contrast as well critically evaluate the cultural concept across different traditions of study of culture in Psychology
- Analyze the diverse mechanisms underlying the interplay between culture and psyche as conceptualized in different approaches
- Comprehend the varied methodological practices of researching culture.

### Syllabus DSC- 20

#### UNIT – I

**(12 Hours)**

**Interface of Culture and Psychology:** What is Culture: Definitional Debates in Culture; Need to study Culture in Psychology; Major features and Goals, Culture-Psyche relationship, Methodological Considerations: Cross-Cultural Approach, Cultural Psychology, Indigenous Psychologies

## UNIT – II

(12 Hours)

**Cultural constitution of psychological processes:** Approaches of interdependence of Culture and Psychology: The Dimensional Approach, The Sociocultural Model Approach, The Toolkit Approach, The Ecocultural Approach, The Dynamic Constructivist Approach; Cultural research on Family Dynamics: Filial Piety; Culture and Moral Development; Indigenous Healing Practices; Cultural Construction of Emotions

## UNIT – III

(9 Hours)

**Critical Look at Culture:** Problematics of Cultural Concept in Indigenous Psychologies; Transnational approach to Culture; Self making in the context of migration and diaspora: Hybridity and Dialogical Self

## UNIT – IV

(12 Hours)

**Challenges to Western hegemony in Psychology:** Decolonizing Psychology; Introducing Decolonizing research practices; Building Global Psychology: Prospects and Challenges

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

### Tutorial Component :

(15 hours)

#### Suggestive Tutorial Activities

- An exploration of the themes of culture in literary writings of various authors.
- An exploration of the themes of culture in suitable films.
- Presentations on the cultural comparative analysis of psychological concepts (like self, personality, emotion, cognition, psychopathology, well-being, health etc)
- A conceptual analysis of any culturally rooted constructs.
- An explication of the decolonising research and practices related to various sub-fields of psychology (such as therapy, counselling, education and people management practices)
- Reflexive journaling to understand self-construal in the context of culture and globalisation
- An engagement with and reflections on the personal narratives of diaspora, exile, immigration, and refugee hood. The narratives may be accessed through media and social media.

#### Essential/ recommended readings:

- Bansal, P. (2024). Where is 'Culture' in Psychology?. In P. Bansal, *Re-envisioning Psychology: Debating Paradigmatic Foundations*. Routledge India.
- Bedford, O., & Yeh, K.-H. (2021). Evolution of the Conceptualization of Filial Piety in the Global Context: From Skin to Skeleton. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.570547>
- Bharte, U. L., & Mishra, A. K. (2023). Working Through the Politics of Indigeneity: Decolonising Psychology by Way of a Dialectical Approach. *Psychology and Developing Societies*, 35(1). <https://doi.org/10.1177/09713336231152302>
- Bhatia, S. (2007). Rethinking culture and identity in psychology: Towards a transnational cultural psychology. *Journal of Theoretical and Philosophical Psychology*, 27-28(2-1), 301–321. <https://doi.org/10.1037/h0091298>
- Bhatia, S. (2017). Decolonizing Moves: Beyond Eurocentric Culture, Narrative, and Identity. In *Decolonizing psychology: Globalization, social justice, and Indian youth identities*

- (pp. 1–20). Oxford University Press.  
<https://doi.org/10.1093/oso/9780199964727.001.0001>
- Bhatia, S., & Ram, A. (2004). Culture, Hybridity, and the Dialogical Self: Cases From the South Asian Diaspora. *Mind, Culture, and Activity*, 11(3), 224–240.  
[https://doi.org/10.1207/s15327884mcal103\\_4](https://doi.org/10.1207/s15327884mcal103_4)
- Greenfield, P. M. (1997). Culture as process: Empirical methods for cultural psychology. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Theory and method* (2nd ed., pp. 301–346). Allyn & Bacon.
- Kitayama, S. & Salvador, C.E. (2024) Cultural Psychology: Beyond East and West. *Annual Review of Psychology*, 18(75), 495-526. <https://doi.org/10.1146/annurev-psych-021723-063333>.
- Lonner, W. J., & Adamopoulos, J. (1997). Culture as antecedent to behavior. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Theory and method* (2nd ed., pp. 43–83). Allyn & Bacon.
- Markus, H. R., & Hamedani, M. G. (2007). Sociocultural psychology: The dynamic interdependence among self systems and social systems. In S. Kitayama & D. Cohen (Eds.), *Handbook of cultural psychology* (pp. 3–39). The Guilford Press.
- Menon, U., & Shweder, R. A. (1994). Kali’s tongue: Cultural Psychology and the Power of Shame in Orissa, India. *Emotion and Culture: Empirical Studies of Mutual Influence.*, 241–282. <https://doi.org/10.1037/10152-007>
- Pe-Pua, R. (2020). From Indigenous Psychologies to Cross-Indigenous Psychology—Prospects for a “Genuine, Global Human Psychology.” *Global Psychology from Indigenous Perspectives*, 189–223.
- Ranganathan, S. (2018). Indigenous Healing Practices in India: Shamanism, Spirit Possession, and Healing Shrines. In G. Misra (Ed), *Psychosocial Interventions for Health and Well-Being* (pp.109-122). Springer.
- Shweder, R. A., Mahapatra, M., & Miller, J. G. (1987). Culture and moral development. In J. Kagan & S. Lamb (Eds.), *The emergence of morality in young children* (pp. 1–83). University of Chicago Press.
- Thambinathan, V., & Anne Kinsella, E. (2021). Decolonizing Methodologies in Qualitative Research: Creating Spaces for Transformative Praxis. *International Journal of Qualitative Methods*, 20, 1-9. <https://doi.org/10.1177/16094069211014766>.
- van de Vijver, F. J. R., & Leung, K. (1997). Methods and data analysis of comparative research. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Theory and method* (2nd ed., pp. 257-300). Allyn & Bacon.

### Suggestive readings

- Bansal, P. (2022). Insurrections of indigenous knowledges: Debating “critical” in indigenous psychologies. *Culture & Psychology*, 1354067X2211458.  
<https://doi.org/10.1177/1354067x221145897>
- Greenfield, P. M. (2000). Three approaches to the psychology of culture: Where do they come from? Where can they go? *Asian Journal of Social Psychology*, 3(3), 223–240.  
<https://doi.org/10.1111/1467-839x.00066>
- Matsumoto, D., Juang, L., & Hwang, H. C. (2022). An Introduction to Culture and Psychology. In Matsumoto, D., Juang, L., & Hwang, H. C., *Culture and psychology* (7th ed., pp.1-35). Cengage Learning.
- Misra, G., Sundararajan, L., Teo, T., Sing-Kiat Ting, R., & Yang, J. (2025). Decolonial Research Practices from an Indigenous Psychology Perspective: Critical Contributions to Knowledge. *American Psychologist*.

Pandya, N., Jensen, L. A., & Bhangaokar, R. (2021). Moral reasoning among children in India: The intersection of culture, development, and social class. *Applied Developmental Science*, 1–20. <https://doi.org/10.1080/10888691.2021.2007770>

Sinha, M., & Chauhan, V. (2013). Deconstructing LajjA as a Marker of Indian Womanhood. *Psychology and Developing Societies*, 25(1), 133–163. <https://doi.org/10.1177/0971333613477314>

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

## DISCIPLINE SPECIFIC CORE COURSE 22

### 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 22 Qualitative Research in Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Class XII</b>	<b>Nil</b>

#### Learning objectives

The Learning Objectives of this course are as follows:

- To orient learners with the landscape of qualitative methodology.
- To acquaint learners with skills of using qualitative methods.
- To acquaint learners with methods of qualitative analyses.
- To further the foundational knowledge of qualitative research methods in psychology

#### Learning outcomes

After studying this course, learners will be able to:

- Develop a sound knowledge base of emerging methods used in qualitative research
- Apply qualitative research in various subfields of psychology and allied social research domains
- Apply the qualitative methods in various interdisciplinary fields rooted in psychological orientation.

#### Syllabus DSE 22

##### Unit I Orientation to Qualitative Research

**(10 Hours)**

Issues in Qualitative research (*reflexivity, ethics, voice and agency*); Basics of Qualitative Analyses (*coding, theme generation, memoing, bracketing and data saturation*)

##### Unit II Advanced Methods of Qualitative Research

**(12 Hours)**

Ethnography, Autoethnography, Oral History, Life History and Biographies, Visual Methods (*videos, photographs and films*); Qualitative research in media & digital content

##### Unit III Analyses in Qualitative Research

**(15 Hours)**

Approaches: Interpretative Phenomenological Analysis, Discourse Analysis and Psychoanalytic Approaches; Software aids to qualitative analyses: *NVivo & ATLAS.ti*

##### Unit IV Domains of Applications in Qualitative Research

**(8 Hours)**



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

**Tutorial Component**

**(15 Hours)**

**Suggestive List of Tutorial Activities:**

- Interpreting visual texts, art forms and aesthetics, poems and literary pieces.
- Analysing media artifacts: advertisements, magazine & posters.
- Interpreting archival data like books, manuscripts, biographies etc.
- Analysing interview/observation data.
- Comparing the data coding and themes generation from various qualitative methods
- Developing qualitative research proposals.
- Hands on exercises on publishing qualitative reports.
- Using qualitative methodology towards understanding self from a first person perspective (e.g. Reflexive journaling and autoethnography).

**Essential/ Recommended Readings**

Raghvan, A. (2022). *Qualitative research methods in psychology*. Society Publishing.  
Flick, U. (Ed.). (2013). *The SAGE handbook of qualitative data analysis*. Sage.  
Howitt, D. (2019). *Introduction to Qualitative Research Methods in Psychology*. Pearson UK.  
Leavy, P. (Ed.). (2014). *The Oxford handbook of qualitative research*. Oxford University Press, USA.  
Okoko, J. M., Tunison, S., & Walker, K. D. (2023). *Varieties of Qualitative Research Methods*. Springer.  
Willig, C., & Rogers, W. S. (Eds.). (2017). *The SAGE handbook of qualitative research in psychology*. Sage.

**Suggestive Readings**

Bauer, M. W., & Gaskell, G. (Eds.). (2000). *Qualitative researching with text, image and sound: A practical handbook for social research*. Sage.  
Belk, R. W., & Otnes, C. (Eds.). (2024). *Handbook of Qualitative Research Methods in Marketing: Second Edition*. Edward Elgar Publishing.  
Denzin, N. K., & Lincoln, Y. S. (1996). Handbook of qualitative research. *Journal of Leisure Research*, 28(2), 132.  
Merriam, S. B., & Grenier, R. S. (Eds.). (2019). *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons.  
Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Psychological journal*, 20(1), 7-14.  
Ulin, P. R., Robinson, E. T., & Tolley, E. E. (2012). *Qualitative methods in public health: A field guide for applied research*. John Wiley & Sons.

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

## DISCIPLINE SPECIFIC ELECTIVE 23

### 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 23</b> <b>Self-Management in Organisations</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Class XII</b>	<b>Nil</b>

#### Learning Objectives

- Develop self-awareness and understand their own strengths and weaknesses
- Appreciate the relevance of emotional intelligence at the work place and its relationship with leadership
- Understand the strategies of self-presentation in organizations
- Critically examine the nature of stress management, time management, and anger management
- Recognize the dynamics of constructs of positive psychology at the workplace, viz. Hope, Efficacy, Resilience, and Optimism

#### Learning Outcomes

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

- Develop self-awareness and understand their own strengths and weaknesses
- Comprehend the nature of emotional intelligence and find ways to enhance it
- Use the strategies of self-presentation in organizations to write cover letters and resumes, and make effective presentations
- Understand strategies of stress management and time management
- Find ways to build Hope, Efficacy, Resilience, and Optimism at the workplace.

#### Syllabus DSE 23

##### Unit I

(12 hours)

**Self-awareness:** Understanding self-strengths and weaknesses; Johari window; Emotional intelligence (any one model, Emotional intelligence in the workplace, Enhancing EI, Emotional intelligence and leadership)

##### Unit II:

(12 hours)

**Self-management:** Clarifying values, setting goals and planning; Self-presentation tactics; Gender differences on self-presentation; Social networking sites and self-presentation; Self-promotion; Resumes and cover letters

**Unit III:** (12 hours)

**Competencies at work:** Stress Management, Time management; Anger management

**Unit IV:**

**Being a HERO at the Workplace:** Building Hope; Efficacy; Resilience, Optimism (9 hours)

<b>Practical component (if any)</b>	<b>Nil</b>
<b>Tutorial component</b>	<b>(15 hours)</b>

**Suggested Tutorial Activities:**

- Self-awareness experiential exercises
- SMART goal setting exercises
- Preparing an inventory of self-strengths, personal values and KSAs
- Reflective exercises to identify cognitive distortions to reframe negative thoughts that may cause anger
- Experiential exercises to develop emotional intelligence, manage stress, optimism
- Assessing gender differences on self-presentation on social networking sites such as LinkedIn
- Preparing one's resume
- Review of job descriptions on job postings to tailor resumes accordingly
- Review of literature or papers in journals/ books and tailoring it accordingly

**This is a suggestive and not an exhaustive list of tutorial activities.**

**Essential readings**

Ahuja, K. K. (2024). Right byte or left out? Gender differences in self-presentation among job-seekers on LinkedIn in India. *Discover Psychology*, 4(1): 59. <https://doi.org/10.1007/s44202-024-00176-9>.

Hayes, J. (2002). *Interpersonal skills at work*, 2nd edition. Routledge.

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

Nelson, D.L & Quick, J.C. (2019). *ORGB: Organizational behaviour* (6<sup>th</sup> Edn.). Mindtap Cengage.

Robbins, S.P. & Hunsaker, P.L. (2015). *Training in interpersonal skills: Tips for managing people at work*, 6<sup>th</sup> Ed. Pearson.

**Suggested readings**

Aeon B, Faber A, Panaccio A (2021) Does time management work? A meta-analysis. *PLoS*

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

Gibson, D., & Tulgan, B. (2004). *Managing anger in the workplace*. HRD Press.

Goleman, D., Kaplan, R.S., David, S. & Eurich, T. (2018). *Self-Awareness* (HBR Emotional Intelligence Series). HBR.

Goleman, D. (2008). *Working with Emotional Intelligence*. Bantam Books.

Goleman, D. (2006). *Emotional Intelligence*, 10<sup>th</sup> anniversary ed. Bantam Dell.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). Dorling Kindersley.

Jones, E.E., Pittman, T.S. and Jones, E.E. (1982) Toward a general theory of strategic self-presentation. In Suls, J. (Ed.), *Psychological Perspectives on the Self*, Vol. 1, Erlbaum, Hillsdale, 231-262.

Luft, J. & Ingham, H. (1955). *The Johari window: A graphic model of interpersonal awareness. Proceedings of the western training laboratory in group development*. UCLA.

Mayer, J.D., Salovey, P. & Caruso, D. (2000). Models of emotional intelligence. In R. Sternberg (Ed.). *Handbook of Intelligence* (pp. 396-420). Cambridge University Press.

Risavy, S. D. (2017). The resume research literature: Where have we been and where should we go next? *Journal of Educational and Developmental Psychology*, 7(1), 169-187. <https://doi.org/10.5539/jedp.v7n1p169>

Stranks, J. (2005). *Stress at work: Management and prevention*. Elsevier Butterworth-Heinemann.

Thomack B. (2012). Time management for today's workplace demands. *Workplace Health Safety*, 60(5):201-3. doi: 10.1177/216507991206000503.

Lemay, C.P. (2023). *Millennials and conflict in the workplace: Understand the unique traits of the now generation*. Routledge.

## DISCIPLINE SPECIFIC ELECTIVE 24

### 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 24 Personality Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

#### Learning Objectives

The learning objectives of this course are as follows:

- To develop the conceptual knowledge of personality psychology and its scope.
- To develop an understanding on various theoretical perspectives of personality with special emphasis on the Indian view.
- To learn various techniques of personality assessment and understand its application in different areas.

#### Learning Outcomes

- Developing an understanding of personality, its foundations and recognizing the role of culture and gender in shaping personality.
- Enabling comprehensive knowledge of various approaches to personality.
- Understanding various techniques of personality assessment and appreciating its applications in diverse frameworks.
- Knowledge of contemporary research in the field of personality psychology.

### Syllabus DSE 24

#### UNIT I: Introduction

(12 Hours)

Nature and scope of personality psychology, Personality over time – stability, change and coherence, Role of culture and gender in shaping personality, Deviations in personality using case reflections

## **UNIT II: Theories of Personality**

**(18 hours)**

Indian Approaches to understanding personality: Triguna :Sattva (clarity), Rajas (activity) and Tamas (inertia) and Ayurvedic Tridosha (Vata, Pitta and Kapha)

Overview of various approaches in understanding personality

psychoanalytic, humanistic, behavioural, social-cognitive, humanistic, existential, social-cultural and biological.

Neo- Freudian- Carl Jung, Alfred Adler

Humanistic- Carl Rogers and Rollo May

## **UNIT III: Personality Assessment and contemporary trends**

**(6 hours)**

Assessment of personality (objective, subjective, and projective techniques) and Contemporary trends in personality research

## **UNIT IV: Development and Applications**

**(9 hours)**

Skills for personality development, Applications of personality psychology in varied contexts – workplace, relationships and academia

**Practical Component Nil**

**Tutorial component**

**(15 hours)**

**Suggestive list of tutorials:**

- Compare personalities of any two famous people belonging to different cultures/ countries.
- Pick any character of your choice (fictional, TV series, etc.) and prepare a list of their personality traits.
- Administer MPI or NEO-FFI to assess personality traits of an individual.

**Essential / recommended readings:**

Corr, P. J., & Mathews, G. (2009). *The Cambridge Handbook of Personality Psychology*. New York: Cambridge University Press.

Chaudhary, M (2020). Soft skills and personality development. *International Journal of Multidisciplinary Research Review*, 6(2).

Ewen, R.B.( 2014). *An Introduction to Theories of Personality*. Psychology Press

Feist, J., Feist, G.J., & Roberts, T.A (2018). *Theories of personality*. McGraw-Hill Education.

Hall, C. S., Lindzey, G., & Campbell, J. B. (2016). *Theories of Personality*. New Delhi: Wiley India Pvt. Ltd.

Larsen, R. J., & Buss, D. M. (2021). *Personality Psychology: Domains Of Knowledge About Human Nature*. McGraw Hill.

Medina-Craven, M. N., Ostermeier, K., Sigdyaal, P., & McLarty, B. D. (2022). Personality research in the 21st century: new developments and directions for the field. *Journal of*

*Management History*. doi.org/10.1108/JMH-06-2022-0021

Schultz, D. P., & Schultz, S. E. (2016). *Theories of Personality*. Wadsworth, Cengage Learning.

Srivastava, K. (2012). Concept of personality: Indian perspective. *Industrial Psychiatry Journal*, 21(2), 89-93. doi: 10.4103/0972-6748.119586

**Suggestive Readings:**

Cornelissen, M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian Psychology: Theories and Concepts, Vol I*. New Delhi: Pearson.

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

## DISCIPLINE SPECIFIC ELECTIVE: 25

### 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 25 Psychology And Technology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

#### Learning Objectives

- To explore the intersection of psychology and technology.
- To understand the various ways in which technology impacts our behavior, cognition, and emotions.
- To explore and study the psychological theories that underlie our interactions with technology, as well as the ethical considerations that arise when technology is used to manipulate or influence human behavior.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will be able to understand the psychological principles that underlie our interactions with technology;
- The students will be able to examine the ways in which technology impacts our behavior, cognition, and emotions;
- The students will be able to comprehend the ethical considerations that arise when technology is used to manipulate or influence human behavior;
- The students will be able to carry out critical thinking on the role of technology in our lives

#### Syllabus DSE-25

##### **UNIT – I Introduction to Psychology and Technology**

**(12 hours)**

Overview of the intersection between Psychology and Technology; Theoretical Perspectives; Ethical considerations in psychology and technology research. Current



trends and future directions in the field; Brief introduction to AI; Orientation to use of technology in quantitative and qualitative data analysis.

**UNIT – II Technology and Intra-personal processes (12 hours)**

How technology affects our attention; The effects of technology on memory processes; Online identity and self-presentation; Impact of technology on physical and psychological well-being.

**UNIT – III Technology and Interpersonal processes (12 hours)**

Impact of technology on relationships: Technology mediated relationships (romantic relationship, friendships, communities online.); Technology and its role in formal and informal communication patterns; The impact of technology on decision-making processes (Automation and human judgment in decision-making).

**UNIT – IV Technology and Society (9 hours)**

Bidirectional relationship of technology and society; Technology and Health (Assistive technology and rehabilitation; telemedicine; health apps); Psychological implications of Technology; Technology and education.

**Suggestive Tutorial Activities (15 hours)**

- Assign a reflective writing task where students share personal experiences related to technology and its influence on their behavior, cognition, or emotions.
- Facilitate a discussion on the advantages and disadvantages of applying different theoretical perspectives to the study of psychology and technology.
- Present case studies involving ethical dilemmas in technology research, and engage students in discussions on how these dilemmas can be addressed.
- Conduct a brainstorming session on emerging trends in technology and how they might impact psychology.
- Group discussions on investigating how technology influences memory consolidation and retrieval.
- Organize a memory game activity using both traditional and digital methods, discussing the outcomes in terms of memory processes.
- Have students create and analyze their online profiles, discussing how they present themselves and the potential impact on self-perception.
- Organize a role-playing scenario where students embody different online personas to understand the psychological aspects of self-presentation.
- Organize a wellness day where students practice mindfulness and discuss how technology can both positively and negatively affect well-being.
- Assign case studies exploring how technology affects various types of relationships (romantic, friendships, online communities).
- Assign a group project where students create scenarios depicting the challenges and benefits of technology-mediated relationships.
- Assign a research project on how societal norms and values influence the development and adoption of new technologies.
- Students can design/simulate educational technology tools with a focus on enhancing psychological well-being.

## Essential/recommended readings

- Kool, V. K., & Agrawal, R. (2017). *Psychology of technology*. Springer.
- Bargh, J. A., & McKenna, K. Y. (2004). The internet and social life. *Annual Review of Psychology*, 55, 573-590.
- Carr, N. (2010). *The shallows: What the internet is doing to our brains*. W. W. Norton & Company.
- Chou, W. Y., Hunt, Y. M., Beckjord, E. B., Moser, R. P., & Hesse, B. W. (2009). Social media use in the United States: Implications for health communication. *Journal of Medical Internet Research*, 11(4), e48.
- Joinson, A. N. (2007). *Understanding the psychology of internet behaviour: Virtual worlds, real lives*. Palgrave Macmillan.
- Kiesler, S., Siegel, J., & McGuire, T. W. (1984). Social psychological aspects of computer-mediated communication. *American Psychologist*, 39(10), 1123-1134.
- Klein, G., Calderwood, R., & Clinton-Cirocco, A. (2018). *Decision making in action: Models and methods*. Routledge.
- Margetts, H., John, P., Reissfelder, S., & Escher, T. (2016). *Digital era governance: IT corporations, the state, and e-government*. Oxford University Press.
- Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world*. Portfolio/Penguin.
- Rosen, L. D. (2013). *Rewired: Understanding the iGeneration and the way they learn*. Palgrave Macmillan.
- Small, G., & Vorgan, G. (2008). *iBrain: Surviving the technological alteration of the modern mind*. Harper Collins.
- Turkle, S. (2005). *The second self: Computers and the human spirit*. MIT Press.
- Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Basic Books.

## Suggestive readings

- Baym, N. K. (2015). *Personal connections in the digital age* (2nd ed.). Polity.
- Chatterjee, A., & Sinha, B. (2022). Ethical considerations in human-technology interaction. *Journal of Technology and Ethics*, 12(2), 45-63.
- Greenfield, S. (2014). *Mind change: How digital technologies are leaving their mark on our brains*. Random House.

Reeves, B., & Nass, C. (1996). *The media equation: How people treat computers, television, and new media like real people and places*. Cambridge University Press.

Rothbaum, B. O., & Hodges, L. (1999). The use of virtual reality exposure in the treatment of anxiety disorders. *Behavior Modification*, 23(4), 507-525.

Frith, E. (2020). *The psychology of technology: How digital media and artificial intelligence shape our minds*. Routledge.

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

## DISCIPLINE SPECIFIC ELECTIVE 26

### 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 26 Psychology of Ageing</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

#### Learning Objectives

- To help learners understand the ageing process.
- To understand and comprehend concepts and theories related to ageing.
- To develop an application-based approach focusing on promoting health and well-being of the elderly.

#### Learning outcomes

By studying this course, students will be able to:

- Understand the ageing process
- Gain insight into physical and cognitive changes during later life
- Recognize social-emotional challenges experienced by the elderly
- Identify strategies for successful ageing

#### Syllabus DSE 26

#### **UNIT – I Introduction**

**(9 Hours)**

Understanding the ageing process; Gerontology: Nature, scope, concepts and theories ; Ageing as a Global Challenge

#### **UNIT – II Physical and cognitive aspects of ageing**

**(12 Hours)**

Psychological impact of Physical changes in ageing (sensory-motor changes, sleep); Neurocognitive disorders (Alzheimer's, Dementia, Parkinson's)

#### **UNIT – III Socio-emotional aspects of ageing**

**(12 Hours)**

Transitions in later life; Family and social relationships Social security and crime against elderly; Economic issues in ageing

#### **UNIT – IV Coping in later life**

**( 12 Hours)**

Coping with death, dying and bereavement ; Rights of the elderly; Spirituality Positive ageing

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

**Suggested activities for tutorials (15 hours)**

(This is a suggestive and not an exhaustive list of activities)

- Community service projects
- Analysis of ageing represented in Media
- Discussions on cultural perspectives of ageing
- Field trip to elderly care services
- End of life planning and advance directives
- Discussion related to life post-retirement
- Financial and safety measure in old age
- Dealing with grief after loss of partner

**Essential/recommended readings**

- Kaushik, P. (2018). Promoting Successful Positive Ageing across the Health Continuum: A Holistic Approach. In Prasad, V., Akbar, S. (Ed.) Handbook of research on Geriatric Health, Treatment, and Care. I.G.I. Global (formerly Idea Group Inc.) - U.S.A. P-142. Pp. No- 448-474. ISBN-13: 9781522534808
- Paltasingh, T. & Tyagi, R. (2015). Caring for the Elderly: Social Gerontology in the Indian Context. Sage Publications India Pvt. Ltd. ISBN 978-93-515-0263-0
- Quadagno, J. (2014). Ageing and the Life Course: An introduction to Social Gerontology (6<sup>th</sup> Edn). Mc Graw Hill.
- Robnett R.H., Brossoie, N., & Chop, W.C. (2020). Gerontology for the Health Care Professional. Jones & Barlett Learning, Burlington, MA
- Santrock, J.W. (2021). Life-span Development (18<sup>th</sup> Edn). McGraw Hill Pvt Ltd.
- Shankardass, M.K. (2020). Ageing Issues and Responses in India. Springer Nature Singapore Pte Ltd. ISBN 978-981-15-5186-4

**Suggestive readings**

- Woods, B. & Clare, L. (2008). Handbook of the Clinical Psychology of Ageing (2<sup>nd</sup> Edn). John Wiley and Sons Ltd. ISBN 978-0-470-01230-7

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE : 27

### 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 27</b> <b>Neuropsychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class XII</b>	

### Learning Objectives

- Develop an understanding of basic concepts of neuropsychology, including its emergence and theories.
- Comprehensive knowledge of the structural and neuropsychological deficits of various neurodevelopmental and neurocognitive disorders.
  - Know basic principles of neuropsychological tests and assessments.
- Learn the principles and goals of neuropsychological rehabilitation to address cognitive impairments.

### Learning Outcomes

The student will be able to:

- To articulate key concepts and emergence of neuropsychology, including the brain hypothesis and lateralization theories.
- To recognize and describe structural and neuropsychological deficits of various neurodevelopmental and neurocognitive disorders.
- To know the basic applications of neuropsychological assessments.
- To understand theories and methods of neuropsychological rehabilitation.

### Syllabus DSE 27

#### **Unit I: Introduction to Neuropsychology**

**(8 Hours)**

Connection between structure and functions of brain; emergence of neuropsychology; localization and lateralization of brain functions; contribution of neuropsychology; neuropsychology in India.

**Unit II: Neuropsychological Disorders****(12 Hours)**

Neurodevelopmental Disorders: structural & neuropsychological deficits of Autism Spectrum Disorder and Attention Deficit/Hyperactivity Disorder.

Neurocognitive Disorders: structural & neuropsychological deficits of Dementia and Parkinson's Disorder.

**Unit III: Neural Pathways & Neurotransmitter Hypotheses****(12 Hours)**

Neural Pathways of Schizophrenia, Depression, Emotion – Papez Circuit; Social Brain Hypothesis; Mirror Neuron System; Dopamine hypothesis and Serotonin hypothesis.

**Unit IV: Neuropsychological Assessment and Rehabilitation****(13 Hours)**

Neuropsychological Assessment – Introduction, principles, scope and indicators.

Neuropsychological Rehabilitation – Introduction, principles and goals; Neural plasticity; Cognitive Intervention Models: general stimulation approach, functional compensation model, behavioural approaches; diaschisis; Methods: Cognitive retraining, Neurofeedback and Neuromodulation (Transcranial Magnetic Stimulation).

**Tutorial Component : Nil**

**Practical Component: (30 Hours)**

**List of Suggested Practical Activities:**

- Administration of neuropsychological tests (MMSE/AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery)
- Interpreting neuropsychological profiles of various brain dysfunctions.
- Analysis of case studies in neuropsychological rehabilitation (e.g. memory disorders, language impairment, visuospatial problems, disorders of reading etc.)
- Movie/Documentary analysis of individuals living with neurological impairment.
- Documenting life stories of individuals and families living with neurological impairment (e.g. Alzheimer, Dementia, Parkinson's, Traumatic Brain Injury etc.)
- Visit to rehabilitation centres/clinics/hospitals

**Essential / recommended Readings:**

Boyle, G. J., Golden, C. J., Stein, D. J., & Stern, Y. (2023). *The SAGE Handbook of Clinical Neuropsychology: Clinical Neuropsychological Assessment and Diagnosis*.

Johnstone, B., & Stonnington, H. H. (2009). *Rehabilitation of neuropsychological disorders: A practical guide for rehabilitation professionals*. Psychology Press.

Joseph, R. (1990). *Neuropsychology, neuropsychiatry, and behavioral neurology*.

Springer Science & Business Media.

- Klomjai, W., Katz, R., & Lackmy-Vallée, A. (2015). *Basic principles of transcranial magnetic stimulation (TMS) and repetitive TMS (rTMS)*. *Annals of physical and rehabilitation medicine*, 58(4), 208-213.
- Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology* (6th ed). New York: Worth Publishers.
- Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
- Rains, G. D. (2001). *Principles of human neuropsychology*. McGraw Hill Higher Education.
- Reddy, K. J. (2024). *Essentials of Neuropsychology: Integrating Eastern and Western Perspectives*. Taylor & Francis.
- Wilson, B. A., Gracey, F., Evans, J. J., & Bateman, A. (2009). *Neuropsychological rehabilitation: Theory, models, therapy and outcome*. Cambridge University Press.
- Zillmer, E. A., Spiers, M.V & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson Wadsworth USA.

#### **Suggested Readings:**

- Halligan, P.W., Kischka, U., & Marshall, J. C. (2003) *Handbook of clinical neuropsychology*. Oxford University Press.
- Morgan.J.E., Joseph H.R.( 2017). *Textbook of clinical neuropsychology*. Taylor & Francis.
- Rajeswaran, J.(2012). *Neuropsychological rehabilitation: principles and applications*. (First Edition), Elsevier.
- Raskin, S. A., & Mateer, C. A. (1999). *Neuropsychological management of mild traumatic brain injury*. Oxford University Press.
- Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.

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



## DISCIPLINE SPECIFIC ELECTIVE 28

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 28 Cognitive Neuroscience</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an understanding into the discipline of Cognitive Neuroscience as an emerging field.
- Orient towards Contemporary Methods used in the study of Cognitive Neuroscience.
- Gain insight into Higher-order cognitions and the underlying basis of behaviours of Attention & Consciousness, Visual Cognition, Object Recognition and Language.
- Explicating links between Cognitive Neuroscience and its Application in the Contemporary Social Worlds.

### Learning outcomes

On Completion of this Paper, students will be able to:

- Knowledge about the discipline of Cognitive Neuroscience, its Emergence, Scope and Methods.
- Understanding of the basics of Cognitive Processes.
- Comprehending the Basic and Higher Mental functions of Attention, Consciousness, Visuospatial Recognition and Language.
- Awareness into the Real-World Applications and Ethical considerations of Cognitive neuroscience

### Syllabus DSE: 28

#### UNIT – I Introduction

**(12 Hours)**

Foundations of Cognitive Neuroscience: Emergence and Scope of Cognitive Neuroscience as a Discipline. Methods in Cognitive Neuroscience: Behavioural, Structural and Functional Imaging. Psychophysiological, Stimulation and Lesion Methods.

#### UNIT – II Brain & Neuronal Structures

**(12 Hours)**

Basis of Cognitive Functions: The Cognitive Neuroscience Triangle. Five principles of Neural Network Model. Hemispheric Specialisation, Split Brain Experiments.

### **UNIT – III Cognitive Neuroscience of Basic and Higher mental functions**

**( 15 Hours)**

Attention & Consciousness: Basis of Attention & Consciousness:  
Networks of Attention, States of Consciousness & Stages of Sleep.

Visual & Spatial Cognition: Cortical basis of Vision; Object Recognition: Anatomy of Object Recognition

Language: Anatomy of Language &; Basic Networks of Language.

### **UNIT – IV Applications & Ethics in Cognitive Neuroscience**

**(6 Hours)**

Neuroscience in Society: Aspects of Artificial Intelligence, Social Cognition; Legal & Ethical Imperatives.

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

### **Suggestive Tutorials: (15 hours)**

Faculty teaching the Course could initiate Group Discussions, Case studies, Video Discussions, Simulation activities etc as part of the Tutorial Component.to be assessed. These could be formulated Unit wise as the following topics:

- Group discussions on the historical development of cognitive neuroscience, emphasizing key milestones and contributions.
- Facilitating debates on the advantages and limitations of different structural and functional imaging methods, encouraging critical thinking about methodological choices.
- Assigning case studies that require students to analyse how disruptions in specific neural networks relate to cognitive dysfunction.
- Organize group projects where students create visual representations (diagrams, models) illustrating the cognitive neuroscience triangle and hemispheric specialization.
- Conduct simulation activities for Consciousness States through meditations etc and discuss /report subjective experiences.
- Organize discussions on the role of brain networks in attention and consciousness, featuring expert's videos in the field.
- Engage in a class-wide discussion on the ethical considerations of using cognitive neuroscience in society, with a focus on artificial intelligence and social cognition.
- Assign case study analysis where students evaluate real-world applications of cognitive neuroscience, considering both the benefits and ethical challenges.
- Engaging students in designing and doing experiments/ simulations using open-source software.

### **Essential Readings**

Badgaiyan, R. D. (2019). Neuroscience of the nonconscious mind. Academic Press.

Chakravarthy, V. S. (2019). Demystifying the brain: A computational approach. Springer.

Gazzaniga, Ivry and Mangun (2014). Cognitive Neuroscience: The Biology of the Mind. Fourth edition.

Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of human neuropsychology. Macmillan.

### **Suggested/Recommended Readings:**

Baars, Bernard J.; Gage, Nicole M. (2010). Cognition, Brain, and Consciousness: Introduction to Cognitive Neuroscience. Academic Press.

Kosslyn & Koenig (1995). Wet Mind: The New Cognitive Neuroscience. 2nd edition

Posner, M. I., & Petersen, S. E. (1990). The attention system of the human brain. Annual review of neuroscience, 13(1), 25-42.

Ward J. (2015). The Student's Guide to Cognitive Neuroscience (Third Edition). Psychology Press.

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

## DISCIPLINE SPECIFIC ELECTIVE: 29

### 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 29 Psycholinguistics</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>NIL</b>

#### Learning Objectives

- To understand the relationship between psychology and language
- To develop linguistic knowledge
- To understand theoretical concepts about language acquisition
- To acquaint the students with underlying processes for language production and comprehension
- To familiarize the students with the issues, impairments, and research methods in psycholinguistics

#### Learning outcomes

After completing the course, students will be able to:

- Understand the components of language
- Appreciate the perspectives for studying language
- Understand the acquisition, production, and comprehension of language in humans
- Identify the key issues in psycholinguistics
- Develop skills for using research methods in psycholinguistics

#### Syllabus DSE 29

##### UNIT – I

(12 Hours)

**Introduction to Psycholinguistics:** Definition, Scope, Areas of linguistic knowledge (phonology, morphology, syntax, semantics, pragmatics), Language in Perspective (Biological: Brain and Language; Culture, Cognition and Language: Whorf Hypothesis, lexical and grammatical influences on cognitions)

##### UNIT-II

(6 Hours)

**Language Acquisition:** Stages of Language Acquisition, Theories of language acquisition (Behaviorist--Skinner, Nativist--Chomsky, Semantic-Cognitive--Piaget, Interactionist--Bruner, Social-Pragmatic--Vygotsky)

##### UNIT – III:

(15 Hours)

**Language Production and Comprehension:** Stages of speech production (conceptualization of a thought, formulation and articulation of a linguistic plan, and self- monitoring; Comprehension (phonological processing, Lexical Access, Morphological Processing, Syntactic Processing, Semantic Processing, Discourse Processing, Prosodic Processing)

## UNIT-IV

(12 Hours)

**Issues and Methods in Psycholinguistics:** Multilingualism, Linguistic interactions in digital age, Language Impairments, Research methods (observational and experimental methods)

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

**Tutorial Component : (15 Hours)**

### **Suggested Tutorial Activities:**

- Review of literature in Psycholinguistics
- Language Analysis
- Figurative language (e.g., use of metaphors, idioms, metonymy, proverbs, indirect speech)
- Comparison of language development
- Bilingualism/Multilingualism in the Indian Context
- Analysis of impairments in language
- Interpretive aspects of linguistic diversity
- Innovations in language in digital age

This is a suggestive and not an exhaustive list of possible practical exercises .

### **Essential/recommended readings**

- Gupta, A., & Jamal, G. (2007). Reading strategies of bilingual normally progressing and dyslexic readers in Hindi and English. *Applied Psycholinguistics*, 28, 47-68.
- Vaid, J., & Gupta, Ashum. (2002). Exploring word recognition in a semi-alphabetic script: The case of Devanagari. *Brain and Language*, 81, 679-690.
- Carroll, D. W. (1986). *Psychology of language*. Thomson Brooks/Cole Publishing Co. Guendouzi, J., Loncke, F., & Williams, M. J. (Eds.). (2023). *The Routledge International Handbook of Psycholinguistic and Cognitive Processes*. Routledge.
- Menn, L., & Dronkers, N. F. (2016). *Psycholinguistics: Introduction and applications*. Plural publishing.
- Tantra, D. K., Ling, D. A., Myartawan, I. P. N. W., & Hadisaputra, I. N. P. (2020). *Introduction to Psycholinguistics*. PT. RajaGrafindo Persada-Rajawali Pers.

### **Suggestive Readings**

- Gaskell, M. G., & Altmann, G. (Eds.). (2007). *The Oxford handbook of psycholinguistics*. Oxford University Press, USA.
- Gupta, A., & Jamal, G. (2006). An analysis of reading errors of dyslexic readers in Hindi and English. *Asia Pacific Disability Rehabilitation Journal*, 17 (1), 73- 86.
- Sedivy, J. (2014). *Language in mind: An introduction to psycholinguistics*. Sinauer Associates, Incorporated.

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

## GENERIC ELECTIVE- BASICS OF 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>GE Basics of Counselling Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

### Learning Objectives

- To acquaint the students with the basic concepts, processes, and techniques of Counselling.
- To develop a comprehensive understanding of counselling psychology as a profession.
- To make the students understand counselling psychology and its applications in the Indian context
- To guide students regarding the basic counselling skills, relationship building and rapport formation skills.
- To acquaint students with applications of counselling psychology in various developmental domains.

### Learning Outcomes

After Learning this course, students will be able to:

- Understand concept and goals of counselling.
- Understand the importance of ethical guidelines required to be followed as a professional counsellor.
- Acquire basic skills of a professional counsellor
- Understand the process of counselling to be followed in a professional set up.
- Learn a few basic psychotherapeutic approaches and techniques of Counselling.
- Develop skills of empathy, self-awareness, active listening, and objectivity.

### Syllabus

#### UNIT I - Introduction

**(12 hours)**

Introduction: meaning, definitions and Goals of counseling; Ethics in counseling; effectiveness of a counselor; Counselling Psychology in Indian context

#### UNIT II - Processes of Counselling

**(12 hours)**

Therapeutic alliance, Johari's window, process of counseling

### UNIT III - Techniques of Counselling (12 hours)

Techniques of Counselling: Psychoanalytic Techniques; Humanistic Techniques: Person-Centered Approach; Cognitive Therapy

### UNIT IV - Applications of Counselling (9 hours)

Applications: Child Counselling, School Counselling, Career Counselling.

### Suggested Tutorial activities (15 hours)

- Rapport formation
- Self-awareness activity with Johari's window
- Empathy skills
- Active listening skills
- Role play on therapeutic alliance
- Behavioural therapy
- Career counseling related assessments
- Cognitive restructuring skills for cognitive distortions

### Essential/ recommended readings

- Gladding, S. T. (2012). *Counselling: A comprehensive profession*. (7th Ed) New Delhi. Pearson.
- Corey, G. (2009). *Counselling and psychotherapy: Theory and practice* (7th Ed.) New Delhi: Cengage Learning.
- Hansen, J.C. (2012). Contemporary counselling psychology. In E. M. Altmaier and J.C. Hansen (Eds). *The Oxford handbook of counselling psychology*. New York: Oxford University Press.
- 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.
- 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). *Counselling and psychotherapy: Theories and interventions* (4th Ed.) New Delhi: Pearson.
- Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counselling and guidance* (7th Ed.). New York: Pearson.
- James, R. K. (2008). *Crisis intervention strategies* (6th Ed.). Australia. Thomson Brooks/Cole.
- Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.
- S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw Hill.

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

## GENERIC ELECTIVE- CONFLICT AND CONFLICT MANAGEMENT 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 Conflict and Conflict Management at Work</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop the conceptual knowledge of the process of conflict
- To understand the causes of conflict in organizations
- To understand generational and gender differences in conflict handling styles
- To help learners comprehend the basic conflict management strategies and techniques
- To develop an understanding of managerial implications of creating a conflict-positive organizations

### Learning Outcomes

After completing this course students will be able to:

- Recognize the causes of workplace conflict
- Analyse and assess sources of intergroup, intragroup, interpersonal and intrapersonal conflict
- Examine and understand values, perceptions, and assumptions related to their background and design ways to handle conflict in organizations at the interpersonal and intergroup levels.
- Suggest effective ways of dealing with cultural expectations and differences as well as navigate conflict situations arising due to gender and generational differences with ease.

### Syllabus

#### **UNIT – I Introduction**

**(9 Hours)**

Process of Conflict; The nature of conflict in organizations; Forms of conflict in Organizations (Intergroup, Intragroup, Interpersonal, Intrapersonal); Causes of Conflict in Organizations.

#### **UNIT – II Conflict in Workplace**

**(12 Hours)**

Conflict in Organizations in the Indian Context; Conflict & Culture; Emerging paradoxes in the global workplace and Global Identity: Diversity, Convergence. Any one case study.



### **UNIT – III Conflict Management**

**(12 Hours)**

Conflict management styles, Working across generations, Conflict handling styles of New Generation, Gender & Conflict Styles

### **UNIT – IV Negotiation**

**(12 Hours)**

Negotiation Strategies, the process of negotiation; Individual differences in negotiation effectiveness; Third-Party Negotiations; Negotiating and Resolving conflicts in India, Indian approach to Conflict resolution; Cultural differences in negotiations.

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

### **Tutorial Component**

**(15 Hours)**

#### **Suggestive Tutorial Activities**

- Assessing conflict handling style using suitable tools
- Reflecting on personal conflict-handling styles, they tend to use in various situations.
- Experiential exercises e.g. 6 thinking hats, Prisoner's dilemma
- Role plays depicting negotiations from a position of either strength or weakness.
- Case studies highlighting navigating cultural differences to deal with conflict.

**This is a suggestive and not an exhaustive list of tutorials**

#### **Essential/recommended readings**

- Chatterji, M., Chatterji, M., & Sharma, K. (2023). Conflict prevention and peace management. Emerald Publishing Limited.
- Mukherjee, J. (2014). Conflict resolution in multicultural societies: The Indian experience. SAGE Publications India.
- Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behavior: An evidence-based approach* (14th edn.) IAP.
- Nelson, D.L & Quick, J.C. (2019). *ORGB: Organizational behavior* (6<sup>th</sup> Edn.). Mindtap Cengage.
- Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behaviour* (18<sup>th</sup> edn.) Pearson India.

#### **Suggestive Readings**

- Appelbaum, S. H., Bhardwaj, A., Goodyear, M., Gong, T., Sudha, A. B., & Wei, P. (2022). A study of generational conflicts in the workplace. *European Journal of Business and Management Research*, 7(2), 7-15.
- Hirsch, A. S. (2023, December 21). *How to manage intergenerational conflict in the workplace*. Welcome to SHRM | The Voice of All Things Work. <https://www.shrm.org/in/topics-tools/news/employee-relations/how-to-manage-intergenerational-conflict-workplace>
- Lemay, C.P. (2023). *Millennials and conflict in the workplace: Understand the unique traits of the now generation*. NY: Routledge.
- Jeong, H. W. (2009). *Conflict management and resolution: An introduction*. Routledge.
- Kumar, A. & Singh, A.K. (2019). Conflict resolution: An analysis of the Gandhian approach, *अर्थ*, (April- June), 331-336.
- Kumar, R. & Sethi, A.K. (2005). Negotiating and resolving conflicts in India. In R. Kumar & A.K. Sethi. *Doing business in India*. Hampshire: Palgrave Macmillan.

Rahim, M. A., & Katz, J. P. (2020). Forty years of conflict: the effects of gender and generation on conflict-management strategies. *International Journal of Conflict Management*, 31(1), 1-16.

Sinha, J. B. (2009). *Culture and organizational behaviour*. Sage.

Stohl, C., McCnn, R.M. & Abu Bakar, H. (2013). Conflict in the global workplace. In J.G. Oetzel & Ting-Toomey, S. *The Sage handbook of conflict communication* (pp. 713-736). Thomas, K. W. (2008). Thomas-Kilmann conflict mode. *TKI Profile and Interpretive Report*, 1(11).

Weber, T. (1991). *Conflict resolution and Gandhian ethics*. The Gandhi Peace Foundation.

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

## GENERIC ELECTIVE- YOGA AND PSYCHOLOGY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE Yoga and Psychology	4	3	1	0	Class XII	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of Yoga and Psychology and various schools of Yoga
- To provide basic knowledge of principles and Yogic view of personality.
- To understand the benefits of various Yogic practices for physical and mental well-being.

### Learning outcomes

Upon completing the course the students will be able to:

- Understand and explain the Yogic view of personality.
- Describe the role of *Gunas*, *Chakras* and *Kosha* in shaping personality.
- Apply of *Ashthang yoga* principles to promote well-being and self awareness.
- Evaluate the benefits of practicing Yoga on physical and mental health.
- Develop an awareness about ancient Indian tradition of Yogic knowledge system and its relation to contemporary psychology through exposure to research in Yoga and Psychology.

## Syllabus

### UNIT – I

(12 Hours)

#### Introduction:

Meaning of Yoga and Psychology, Origin of Yoga: Elements of Yoga in Scriptures, Schools of Yoga Psychology: Raja Yoga, Karma Yoga, Bhakti Yoga, Gyan Yoga and Swara Yoga

### UNIT – II Principles and Yogic View of Personality (14 Hours)

Principles of Yoga: Koshas, Gunas, and Chakras Systems; Yogic view of personality: personality and the aspects of chakra systems, seven dimensional model of personality.

### UNIT – III Ashtang Yoga of Patanjali (11 Hours)

Yama (moral codes) Niyama (self-discipline), Asana (posture), Pranayama (breath control), Pratyahara (sense withdrawal), Dharana (concentration), Dhyana (meditation), and Samadhi (oneness with the self).

### UNIT – IV Research and Applications of Yoga Practices (8 Hours)

Physical and Mental Health (Anxiety Issues and Sleep Issues, Focus and Concentration Problems, Anger Management, Coronary Heart Disease)

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

**Tutorial component (15 Hours)**

#### Suggested Tutorial Activities

- Relevance and application of yoga in modern society
- Case studies on famous Yogis
- Presentations on the significance of Yama and Niyama ethical principles in yoga psychology
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Projects where students delve into various yoga schools (Hatha, Bhakti, Karma, Jnana, etc.) citing specific texts like "The Bhagavad Gita" or "Yoga Sutras of Patanjali"
- Book reviews on influential literature such as "The Heart of Yoga" by T.K.V. Desikachar or "Light on Yoga" by B.K.S. Iyengar
- Visit to yoga and meditation centres to understand the underlying processes

#### Essential/recommended readings

Bhogal, R. S. (2017). Yoga Psychology and Beyond, Kaivalyadhama Samiti, Lonavala.  
Kumar, K. (2013). Yoga psychology: A handbook of yogic psychotherapy. D.K. Printworld.

Paranjpe, A. C. (2021). What is Yoga Psychology and Where Does It Stand in Contemporary Psychology? Psychology & Developing Societies, 097133362110388. <https://doi.org/10.1177/09713336211038809>

Mehta, J. M. (2005). Essence of Maharishi Patanjali's Ashtang Yoga. Pustak Mahal.

TI, A. M., Omkar, S. N., Sharma, M. K., Choukse, A., & Nagendra, H. R. (2021). Development and validation of Yoga Module for Anger Management in adolescents. Complementary therapies in medicine, 61, 102772.

Vivekananda, R. (2005). Practical yoga psychology. Bihar: Yoga Publications Trust.

Yoga Ayush Ministry. (n.d.). index. <https://yoga.ayush.gov.in/Yoga-History/>

### **Suggestive readings**

Ajaya, S. (1976). Yoga psychology: A practical guide to meditation. Himalayan Institute Press.

Cramer, H., Lauche, R., Anheyer, D., Pilkington, K., de Manincor, M., Dobos, G., & Ward, L. (2018). Yoga for anxiety: A systematic review and meta-analysis of randomized controlled trials. Depression and anxiety, 35(9), 830-843.

Hartley, L., Dyakova, M., Holmes, J., Clarke, A., Lee, M. S., Ernst, E., & Rees, K. (2014). Yoga for the primary prevention of cardiovascular disease. Cochrane Database of Systematic Reviews, (5).

Levine, M. (2011). The positive psychology of Buddhism and yoga: Paths to a mature happiness. Routledge.

Panjwani, U., Dudani, S., & Wadhwa, M. (2021). Sleep, cognition, and yoga. International Journal of Yoga, 14(2), 100.

PP, S. J., Manik, K. A., & Sudhir, P. K. (2018). Role of yoga in attention, concentration, and memory of medical students. National Journal of Physiology, Pharmacy and pharmacology, 8(11), 1526-1526.

Udupa, K. N. (1985). Stress and its management by yoga. Motilal Banarsidass Publ.

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

## GENERIC ELECTIVE : FAMILY RELATIONS

### 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: Family Relations</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed Class XII</b>	<b>Nil</b>

#### Learning Objectives

- To develop an understanding of the dynamics of family relationships, with special reference to the Indian context
- To foster an understanding of the role of father, mother, siblings, grandparents and extended family
- To gain theoretical and practical insights into types of families
- To understand the evolution of marriage and the benefits of marriage
- To understand what contributes to healthy and resilient families, especially those with issues of equity, inclusion and access.

#### Learning Outcomes

By studying this course students will be able to:

- Appreciate the complex nature of the role of father, mother, siblings, grandparents in family relations
- Effectively deal with various members of one's family
- Understand what contributes to successful marriages
- Learn strategies to build family resilience; overcome the challenges of diversity, equity, inclusion and accessibility that some families face
- Support families through education, advocacy and informed public policy

**UNIT I: Family (12 hours)**

Defining family; Family in the Indian context; Role of the mother; Role of the father; Relationship with siblings (influence of siblings, factors that affect sibling relationships); Grandparents (Role of grandparents, factors that influence the quality of the grandparent-grandchild relationship, impact on grandchildren and grandparents)

**UNIT II: Family in contemporary times (9 hours)**

Types of family: Mixed families, Single parenting, Adoption: Psychological impact on children and parents; Role of extended families; Family as support system

**UNIT III: Marriage (12 hours)**

Evolution of marriage, Flight from marriage, Marriage in the Indian context, Benefits of marriage, Factors affecting marital satisfaction

**UNIT IV: The science of families: Nurturing hope, happiness and health (12 hours)**

Healthy families; Building family resilience; Diversity, equity, inclusion and accessibility (e.g., minority families, families with disabilities, families living in poverty); implications for intervention and policy

**Practical Component - NIL**

**Tutorial Component: (15 Hours)**

**Suggested activities for tutorials:**

- Focus Group Discussion
- Movie Review
- Class debates to develop critical thinking
- Experiential exercises to reflect on one's relationship with one's parents/siblings etc.
- Review of Contemporary Art: Music, Painting etc.
- Review of literature or papers in journals or book, e.g. role of father, mothers; challenges of adoption, single parents, etc.
- Class Presentations on contemporary topics
- Use of Adult Sibling Relationship Questionnaire (ASRQ) by Stocker, Lanthier, & Furman (1995) to assess one's relationship with siblings

**This is a suggestive and not an exhaustive list of tutorial activities.**

## Essential/Recommended Readings

- Ahuja, K.K. (2025). *Navigating intimate relationships: Locate your north star*. Routledge.
- Compton, W.C. & Hoffman, E. (2020). Chapter 5. Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, 3<sup>rd</sup> Ed. Sage.
- Jones, G. W. (2005). The “flight from marriage” in South-East and East Asia. *Journal of Comparative Family Studies*, 36(1), 93-119.
- Noller, P., & Karantzas, G. C. (Eds.). (2012). *The Wiley-Blackwell handbook of couples and family relationships*. John Wiley & Sons.
- Pinsof, W. M., & Lebow, J. L. (Eds.). (2005). *Family Psychology: The Art of the Science*. Oxford University Press.
- Regan, P. (2011). *Close relationships*. Routledge.
- Sharma, D. (Ed.) (2003). *Childhood, family and sociocultural change in India: Reinterpreting the inner world*. Oxford University Press.

## Suggestive readings

- Amodia-Bidakowska, A., Lavery, C., & Ramchandani, P. G. (2020). Father-child play: A systematic review of its frequency, characteristics and potential impact on children’s development. *Developmental Review*, 57, 2273-2297. <https://doi.org/10.1016/j.dr.2020.100924>
- Buchanan, A., & Rotkirch, A. (2018). Twenty-first century grandparents: Global perspectives on changing roles and consequences. *Contemporary Social Science*, 13(2), 131-144.
- Craig, L. (2006). Does father care mean fathers share? A comparison of how mothers and fathers in intact families spend time with children. *Gender & Society*, 20(2), 259-281.
- Kakar, S. (1981). The ties that bind: Family relationships in the mythology of Hindi cinema. *India International Centre Quarterly*, 8(1), 11-21.
- Lamb, M.E., & Sutton-Smith, B. (Eds.). (1982). *Sibling relationships: Their nature and significance across the lifespan*. Lawrence Erlbaum.
- Miller, R. (2022). *Intimate Relationships*, 9<sup>th</sup> Ed. McGraw Hill Education.
- Paquette, D. (2004). Theorizing the father-child relationship: Mechanisms and developmental outcomes. *Human Development*, 47(4), 193-219.
- Ramu, G. N. (2006). *Brothers and sisters in India: A study of urban adult siblings*. University of Toronto Press.
- Saraswathi, T. S., & Pai, S. (1997). Socialization in the Indian context. In H. S. R. Kao & D. Sinha (Eds.), *Asian perspectives on psychology* (pp. 74–92). Sage.
- Silverstein, L. B., & Auerbach, C. F. (1999). Deconstructing the essential father. *American Psychologist*, 54(6), 397–407. <https://doi.org/10.1037/0003-066X.54.6.397>
- T. S. Saraswati & B. Kaur (Eds.) (1993). *Human development and family studies*



*in India: An agenda for research and policy.* Sage.

- Tamis LeMonda, C. S., Shannon, J. D., Cabrera, N. J., & Lamb, M. E. (2004). Fathers and mothers at play with their 2-and 3-year-olds: Contributions to language and cognitive development. *Child Development*, 75(6), 1806-1820.
- Thiele, D. M., & Whelan, T. A. (2006). The nature and dimensions of the grandparent role. *Marriage & Family Review*, 40(1), 93-108.
- White, L. (2001). Sibling relationships over the life course: A panel analysis. *Journal of Marriage and Family*, 63(2), 555-568.