

DEPARTMENT OF PSYCHOLOGY

Semester-V

Sl.No.	Subject	Page No.
1	BA(Hons.) Psychology 1. PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS – DSC 13 2. CHILD AND ADOLESCENT DEVELOPMENT –DSC 14 3. APPLYING PSYCHOLOGY TO WORK –DSC 15	2-11
2	Pool of DSE 1. PSYCHOLOGY OF DISABILITY 2. ESSENTIALS OF MEDIA PSYCHOLOGY 3. PSYCHOLOGY OF GENDER	12-20
3	Pool of GE 1. MEDIA PSYCHOLOGY 2. FOUNDATIONS OF DEVELOPMENTALPSYCHOLOGY 3. NEGOTIATING INTIMATE RELATIONSHIPS	21-29
4	BA (Prog.) with Psychology as Major 1. ORGANIZATIONAL BEHAVIOUR 2. PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS	30-34
5	BA (Prog.) with Psychology as Minor 1. ORGANIZATIONAL BEHAVOIUR	35-38
6	DSE for BA Prog 1. POSITIVE PSYCHOLOGY 2. DIVERSITY AND INCLUSION IN INSTITUTIONS 3. SELF AND PERSONAL GROWTH	39-46

B.A. (HONS.) PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

Category I

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

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

DISCIPLINE SPECIFIC CORE COURSE DSC – 13 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 13 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- To introduce the clinical picture and etiological understanding of Schizophrenia spectrum disorders, with focus on Schizophrenia.
- To provide an understanding about personality disorders and substance related disorders.
- To orient the learner to neurodevelopmental disorders.

Learning Outcomes

By studying this course the student will be able to:

- Understand the symptoms and causal factors of schizophrenia
- Recognize the clinical picture of substance related disorders
- Discriminate between different personality disorders
- Identify children with neurodevelopmental disorders

SYLLABUS OF DSC-13

UNIT – I

(15 Hours)

Schizophrenia Spectrum Disorder (Clinical Picture and Dynamics) and Personality Disorders (Clinical Picture only): Schizophrenia; Antisocial Personality Disorder, Borderline Personality Disorder

UNIT – II

(18 Hours)

Somatic Symptom & Related Disorders, Substance Related Disorders and Gender dysphoria (Clinical Picture Only): Functional Neurological Symptom Disorder (Conversion Disorder); Alcohol Use Disorder; Drug Abuse and Dependence (Opioids, Stimulants, Sedatives, Hallucinogens); Gender Dysphoria

UNIT – III

(12 Hours)

Neurodevelopmental Disorders (Clinical Picture Only) – Intellectual Developmental Disorder (Intellectual Disability)/ Specific Learning Disorder (Specific Learning Disabilities), Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder

Practical Component:

(30 Hours)

Suggestive Practicals

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

Tutorial Component : Nil

Essential/Recommended Readings

- Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.
- Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.
- Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive Readings

Das, J.P. (2020). *Reading difficulties & dyslexia: Essential concepts and programs for improvement*. SAGE Publications India Pvt. Ltd.

Gururaj, G. et. al. (2016) *National mental health survey of India, 2015-16: Prevalence, patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.

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

Kapoor, S. & Jena, S.P.K. (2013). Emotional expression and self-concept of children with learning disabilities. *Indian Journal of Clinical Psychology*, 40 (2), 155-158.

Singh, A.K. (2016). *Modern abnormal psychology*. (Hindi), Motilal Banarsidass Pvt Ltd.

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

DISCIPLINE SPECIFIC CORE COURSE DSC – 14 CHILD AND ADOLESCENT DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-14 CHILD AND ADOLESCENT DEVELOPMENT	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- To trace human development from conception to adolescence.
- To inculcate sensitivity to socio-cultural context of human development.

Learning Outcomes

By studying this course the student will be able to:

- Recognize various issues in human development.
- Identify the milestones in different domains of human development
- Understand the cognitive and socio-emotional factors that influence development
- Comprehend the contributions of various socio-cultural contexts toward shaping human development
- Design a practicum in the area of developmental psychology.

SYLLABUS OF DSC-14

UNIT - I

(9 Hours)

Introduction: Concepts; Themes; Theoretical Perspectives of Human Development (Psychoanalytic, Behavioural, Ethological, Evolutionary, Ecological Perspective); Research Designs.

UNIT - II

(18 Hours)

Stages of Development: Prenatal Development, Birth and Infancy, Adolescence; Developmental stages and child-rearing practices in the Indian context; Socio-cultural contexts of development.

UNIT - III

(18 Hours)

Domains of Human Development: Cognitive Development (Piaget, Vygotsky); Language Development; Emotional Development; Moral Development (Kohlberg).

Practical Component:

(30 Hours)

Suggestive Practicals:

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

Tutorial Component: Nil

Essential/Recommended Readings

Belsky, J. (2022). *Experiencing the lifespan* (6th ed.). New York: Worth Publishers Macmillan Learning.

Berk, L. E. (2010). *Child development* (9th ed.). New Delhi: Prentice Hall.

Feldman, R.S. & Babu, N. (2023). *Development across the lifespan* (9th ed.) . New-Delhi: Pearson.

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

Rangaswamy, K. (1992). Indian model of stages in human development and developmental tasks. *Indian Journal of Psychological Medicines*, 15 (1), pp. 77-82.
doi:[10.1177/0975156419920112](https://doi.org/10.1177/0975156419920112)

Santrock, J.W. (2019). *Life-span development* (17th ed.). New-Delhi: Tata McGraw-Hill.

Suggestive Readings

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

Kapur, M. (n.d.). Child care in ancient India: A life span approach. *Indian Psychological Institute*. <https://ipi.org.in/texts/others/malvikakapur-childcare-sp.php>

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

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

Srivastava, A. K. (1997). *Child development: An Indian perspective*. New Delhi.

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

DISCIPLINE SPECIFIC CORE COURSE DSC – 15 APPLYING PSYCHOLOGY TO 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		
DSC- 15 APPLYING PSYCHOLOGY TO WORK	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- Develop an awareness of how psychology can be applied to the workplace
- Help students appreciate the evolution of the field of Industrial/Organizational Psychology
- Develop a deeper understanding of conceptual and theoretical bases of motivation and understanding how to apply them.
- Understand how cultures of organizations affect behaviour at the workplace
- Understand leadership from different theoretical perspectives, especially the Indian approach

Learning Outcomes

By studying this course the student will be able to:

- Become familiar with the underlying concepts of Industrial /Organizational Psychology.
- Understand the evolution of the field of Industrial/Organizational Psychology
- Explain various issues that managers face at the contemporary workplace
- Apply the understanding of work motivation, leadership, organizational culture and political behaviour in real world settings.
- Critically examine the impact of gender on leadership.
- Identify and assess best practices relating to leadership across various organizational contexts and cultures.

SYLLABUS OF DSC-15

UNIT - I

(12 Hours)

Introduction to the Field- The organizational context; Sub-fields of Industrial/Organizational Psychology; Historical evolution of the field of Industrial/Organizational Psychology Antecedents of Organizational Behaviour; Scientific Management and Human Relations Movement; Challenges for managers.

UNIT - II

(16 Hours)

Motivation, Stress & Well-being at Work- Motivation at work: Theoretical approaches (Maslow's need hierarchy, Herzberg's two-factor theory; Expectancy, Equity, Goal Setting); Ways to motivate people at the workplace; Indian Perspective; Work stress; Managing stress and well-being in organizations.

UNIT - III

(17 Hours)

Dynamics of Workplace – Organizational culture: Models (Schein and Pareek); Managing Organizational Culture; Leadership: Theories (Trait, Behavioural, Contingency); Indian Perspective; Inspirational Approaches to Leadership (Charismatic and Transformational Leadership); Gender and Leadership.

Practical component

(30 Hours)

Suggestive Practicals

- Formulation of the research problem based on concepts of Organizational Behaviour
- Data gathering using appropriate methods and /or tools. Locating external sources to design solutions to the research problem chosen.
- Analysis of information using appropriate methods and/or tools, devising a solution plan and drawing conclusions and implications for organizations.

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

- Organizational Stress
- Well-being at Workplace
- Corporate Social Responsibility
- Diversity at Workplace
- Work Motivation
- Organizational Culture
- Leadership

Tutorial component- Nil

Essential/ Recommended Readings

- Eklund, K.E., Barry, E.S. & Grunberg, N.E. (2017). Gender and leadership. In A. Alvinus (Ed.). *Gender differences in different contexts*. In Tech Open.
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.
- Griffin, R.W., Phillips, J.M. & Gully, S.M. (2019). *Organizational behavior: Managing people and organizations* (13th ed.). Boston, MA: Cengage.
- Luthans, F. (2011). *Organizational behaviour: An evidence based approach* (11th ed.) New York: McGraw-Hill/Irwin.
- Nelson, D.L. & Quick, J.C. (2018). *ORGB: Organizational behavior* (6th ed.). NY: Cengage.
- Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. Summerfield, NC: Hypergraphic Press.
- Pareek, U. (2004). *Understanding organizational behavior*. New Delhi: Oxford University Press.
- Robbins, S. P. Judge, T.A & Vohra, N. (2019). *Organizational behavior* (18th ed.). New Delhi: Pearson.
- Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.
- Singh, K. (2010). *Organizational behavior: Texts & cases*. Noida: Dorling Kindersley.
- Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive Readings

- Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Griffin, R.W. & Moorhead, G. (2009). *Organizational behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.
- Herzberg, F. (1966). *Work and The Nature Of Man*. Cleveland: World Publishing Company.
- Jones, J. & Hill, R. (2021). *The great resignation: Why millions are leaving their jobs and who will win the battle for talent*. Minnesota: Lone Rock Publishing.
- Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for developing countries*. New Delhi: Sage.
- Khandelwal, K.A. & Mohendra, N. (2010). Espoused Organizational Values, Vision, and Corporate Social Responsibility: Does it Matter to Organizational Members? *Vikalpa. The Journal for Decision Makers*, Vol. 35(3), 19-35.
- Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.

Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and organizational Psychology*. New Jersey: John Wiley.

Peterson, J. (2020). *Entrepreneurial leadership: The art of launching new ventures, inspiring others, and running stuff* (Illustrated edition). Harper Collins.

Smith, P., Farmer, M., & Yellowley, W. (2012). *Organizational behavior*. Routledge/Taylor & Francis Group.

Wilson, E. (2001): *Organizational behavior reassessed: The impact of gender*. London: Sage.

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DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE – 6 PSYCHOLOGY OF DISABILITY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 6 PSYCHOLOGY OF DISABILITY	4	3	1	0	Class 12 th Pass	Nil

Learning Objectives

- To learn the nature and concerns related to disability in India
- To assess definition based conundrums around the concept of disability.
- To understand the heterogeneous nature of disabilities
- To comprehend the scope and relevance of Psychology of Disability as a field, especially in India
- To critically examine models relevant to the Psychology of Disability and understand their manifestations in everyday life.

Learning Outcomes

By studying this course the student will be able to:

- Gain greater grounding in concepts related to disability
- Identify the psycho-socio-cultural phenomena associated with disability.
- Analyze disability related phenomena through a lens of critical consciousness
- Recognize and challenge ableist notions in society

SYLLABUS OF DSE- 6

UNIT – I

(12 Hours)

Conceptualizing Disability: An Introduction- Defining disability and its conundrums; Diagnosis, assessment, certification and its critique; Disability Law and Policy in India: Mental Health Care Act 2017, RPwD Act 2016, National Trust Act, 1999, PwD Act 1995, Rehabilitation Council of India Act, 1992.

UNIT – II

(12 Hours)

Theories and Debates- Models: Charity Model, Medical Model, Social Model, Empowerment Model; Issues of language; Disability and Gender in India; Contemporary debates: Euthanasia and prenatal selection

UNIT - III

(12 Hours)

Accessibility- Built and Digital Spaces, Education, Employment, Mental Health Services: Practising disability inclusive counselling

UNIT - IV

(9 Hours)

Personal Spaces- Family and Marriage, Friendships and Peer Relationships, Sexuality and Reproductive health

Practical component (if any) –Nil

Tutorial component:

(15 Hours)

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

- Research based presentations (either by individual students or small groups of students)
- Reviewing published research papers on themes related to the course content
- Documentary screenings
- Book Reviews
- Analysis of media content (films, short stories, songs, social media posts etc.)
- Group discussions on topics such as issues of language, disability and gender in India
- Reflective writing exercises
- Short quizzes

Essential/Recommended Readings

Addlakha, R. (Ed.). (2020). *Disability studies in India: Global discourses, local realities*. Taylor & Francis.

Dunn, D. S., & Andrews, E. E. (2015). Person-first and identity-first language: Developing psychologists' cultural competence using disability language. *American Psychologist*, 70(3), 255–264.

Ghai, A. (2015). *Rethinking disability in India*. Routledge.

- Ghosh, N. (2016). *Interrogating disability in India*. Springer.
- Hemlata (2016). A critical analysis of various legislations and policies on disability in India. *MIER Journal of Educational Studies, Trends and Practices*, 1.
- Henderson, G., & Bryan, W. V. (2004). *Psychosocial aspects of disability*. Charles C Thomas Publisher.
- Karki, J., Rushton, S., Bhattarai, S., & De Witte, L. (2023). Access to assistive technology for persons with disabilities: a critical review from Nepal, India and Bangladesh. *Disability and Rehabilitation: Assistive Technology*, 18(1), 8-16.
- Kulkarni, M. (2019). Digital accessibility: Challenges and opportunities. *IIMB Management Review*, 31(1), 91-98.
- Olkin, R. (2016). Disability-affirmative therapy. In I. Marini & M. A. Stebnicki (Eds.), *The professional counselor's desk reference* (pp. 215–223). Springer Publishing Company.
- Sharma, S., & Sivakami, M. (2019). Sexual and Reproductive concerns of persons with disability in India: An issue of deep-rooted silence. *Journal of biosocial science*, 51(2), 225–243.

Suggestive Readings

- Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.
- Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, N. J., & Hand, B. N. (2021). Avoiding ableist language: Suggestions for autism researchers, *autism in adulthood*.
- Goodley, D. & Lawthom, R. (2006). *Disability and psychology: Critical introductions and reflections*. London: Palgrave Macmillan.
- Jamal, G. (2019). Stereotypes about adults with learning disabilities: Are professionals a cut above the rest? *Disability, CBR & Inclusive Development*. 30 (2), 7-36.
10.5463/dcid.v30i2.811.
- Kunnath, S. K., & Mathew, S. N. (2019). Higher education for students with disabilities in India: Insights from a focus group study. *Higher Education for the Future*, 6(2), 171-187.
- Riley, A., Daruwalla, N., Kanougiya, S., Gupta, A., Wickenden, M., & Osrin, D. (2022). Intimate partner violence against women with disability and associated mental health concerns: A cross-sectional survey in Mumbai, India. *BMJ Open*, 12(4), e056475

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

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE – 7 ESSENTIALS OF MEDIA PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE -7 ESSENTIALS OF MEDIA PSYCHOLOGY	4	3	1	0	Class 12th Pass	Nil

Learning Objectives

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

Learning Outcomes

By studying this course the student will be able to:

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

SYLLABUS OF DSE- 7

UNIT – I

(9 Hours)

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

UNIT – II

(12 Hours)

Media and the User- Fantasy and Reality; Expressing self and identity through social media; Finding communities (Fandoms, Virtual Communities); Use and Abuse of Internet

UNIT – III

(12 Hours)

Social Impact of Media- Media influences on pro-social behaviours, violence, and aggression; Psycho-social effects (Social Comparisons, Body Image, Substance Use).

UNIT – IV

(12 Hours)

Critical Issues in Media Psychology- Media as a tool for social and political change (Social Media movements, Propaganda); Representations of social groups in media (Gender and Sexuality, Religious Minorities, Disability); Ethics and Media

Practical component (if any) – Nil

Tutorial component:

(15 Hours)

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

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

Essential/Recommended readings

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

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

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

- Dill, K. (Ed.). (2013). *Oxford handbook of media psychology*. New York: Oxford University Press.
- Gayle, S.S., Giles, D.C., Cohen, D., & Meyers, M.E. (2021). *Understanding Media Psychology*. Routledge
- Giles, D. (2008). *Media psychology*. Lawrence Erlbaum
- Giles, D. (2010). *Psychology of the media*. Macmillan International Higher Education.
- Kumar, N. (2021). *Media psychology: Exploration and application*. Routledge.
- Mc Mahon, C. (2019). *The psychology of social media*. Routledge.
- McLuhan, M. (2001). *Understanding Media: The extensions of man*. United Kingdom: Routledge.
- Newman, M. J. (2015). Image and identity: Media literacy for young adult Instagram users. *Visual Inquiry*. 4 (3): 221–227
- Sharma, S. & Singh, R. (2011). *Advertising: Planning and implementation* (5thed.). PHI Learning Pvt Ltd.
- Tiwari, S., Jina, P., Pathak, D.N., Uniyal, V., and Singh, U.K. (2022). The paradox of use, abuse, and misuse of the internet by the children. *International Journal of Mechanical Engineering*, 7(3), 707-713.

Suggestive Readings

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE –8 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		
DSE - 8 PSYCHOLOGY OF GENDER	4	3	1	0	Class12th Pass	Nil

Learning Objectives

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

Learning outcomes

By studying this course the student will be able to:

- Examine the growth of gender as a construct in psychological research and its methods.
- Critically analyse the different perspectives highlighting the development of the concept of gender in a child.
- Reflect on issues and challenges faced by women, men and LGBTQA+ communities and their resulting mental health outcomes.
- Develop gender sensitivity and learn to apply the principles of promoting equality and equity in various facets of life.

SYLLABUS OF DSE- 8

UNIT - I

(9 Hours)

Conceptualizing Gender: Social construction of gender; History of gender in psychology; Common features of feminist research methodology.

UNIT - II

(12 Hours)

Theories of Gender Development: Psychoanalytic, Cognitive-developmental, Gender schema, Biological and Social Cognitive Theory.

UNIT - III

(12 Hours)

Gender Heterogeneity: Issues and Challenges: Discrimination against gender spectrum, Gender based violence; Mental health concerns.

UNIT - IV

(12 Hours)

Current Frontiers in Psychology of Gender; Gender Sensitization; Prevention of sexual harassment; Promoting equality and equity; Gender neutral parenting.

Practical component– Nil

Tutorial component:

(15 Hours)

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

- Literature review on topics such as LGBTQ community in India, Sexual harassment at workplace, gender neutral parenting etc.
- Movie screening and discussion based on themes of diversity issues and gender
- Constructing childhood memoirs that shaped sensibilities around the students' gender roles.
- Tracing the activities of an NGO who is working towards gender empowerment.
- Group projects and/or based on gender based concerns.
- Case study analysis of an Indian case around the themes of gender.

Essential/Recommended Readings

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.

Haig, B. D. (1997). Feminist research methodology. In J.P. Keeves (Ed.), *Educational research methodology and measurement: An international handbook* (2nd ed.). Pergamon.

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

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.

Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). *Queer affirmative counselling practice – A resource book of Mental health practices in India*, Mumbai: Mariwala Health Initiative.

- Sharma, M. (2019). Ambedkar's feminism: Debunking the myths of Manu in a quest for gender equality. *Contemporary Voice of Dalit*, 11(1), 17-24.
- 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.

Suggestive Readings

- Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT . *Gender, Work & Organization*, 10(2), 137-153.
- Bhasin, K. (2000). *Understanding gender: Gender basics*. Kali for women.
- Chrisler, J. C., & Mc Creary, D. R. (2010). *Handbook of gender research in psychology* (Vol. 1, p. 558). New York: Springer.
- Dawar, B.V. & Ravindran, T.K.S. (2015). *Gendering Mental Health: Knowledges, identities and institutions*. Oxford University Press.
- Hesse-Biber, S. N. (Ed.). (2011). *Handbook of feminist research: Theory and praxis*. SAGE publications.
- Hyde, J. S. (1990). Meta-analysis and the psychology of gender differences. *Signs: Journal of women in culture and society*, 16(1), 55-73.
- Mills, M. (2010). Gender roles, gender (in) equality and fertility: An empirical test of five gender equity indices. *Canadian Studies in Population [ARCHIVES]*, 37(3-4), 445-474.
- 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.
- Parri, M., & Ceciliani, A. (2019). Best Practice in PE for gender equity-A review. *Journal of Physical Education and Sport*, 19, 1943-1952.
- Sweetman, C. (Ed.). (2001). *Men's involvement in gender and development policy and practice: Beyond rhetoric*. Oxfam.

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

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

GENERIC ELECTIVE COURSE GE- 15 MEDIA PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE -15 MEDIA PSYCHOLOGY	4	3	1	0	Class 12th Pass	Nil

Learning Objectives

- To develop an understanding of media, media literacy and their psychological implications.
- To examine how we interact with media on the psychological level.
- Understand the benefits of applying media psychology.
- Appreciate the interaction of media and culture.
- Examine media contents and effects and socialization.

Learning Outcomes

By studying this course the student will be able to:

- Understand the psychological power of media and its effects
- Discuss the psychological role of media in creating realities
- Discuss the effect of media on identity, youth and violence
- Demonstrate knowledge and skills for media psychology, media effects and media content
- Describe the relationship between media and social change

SYLLABUS OF GE- 15

UNIT - I

(12 Hours)

Understanding Media Psychology: Defining Media Psychology; Media Influence in everyday life, Media and social Interaction, Media Theories (Linguistic and Communicative theories).

UNIT - II

(12 Hours)

Mass Media and Society: Paradigms in media sociology; Mass Media and Family, Youth Empowerment and Media; Gender Representation in the Media; Critical Evaluation of Mass Media and Indian Society.

UNIT - III

(9 Hours)

Media and Culture: Mass Media and Culture; Communities and sub-cultures,; Intercultural Communication; Ideology and Media Representations; Realistic Conflict Theory.

UNIT - IV

(12 Hours)

Effects of Media: Media Effects Theories; Media Effect on Identity; Media Effect on Women; Social Learning Theory; Media Violence and its Effect on Youth.

Practical component – Nil

Tutorial component-

(15 Hours)

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

- Reflections on everyday experiences in the light of Theories of Media.
- Panel Discussion (e.g. gender and media, youth and media, family systems and media).
- Analysing the Variation of information disseminated in media across cultures and understanding the nuances of communication.
- Learning the Effects of Media through Debates.
- Class projects on Effects of media on Individual and group behaviour.

Essential/Recommended Readings

Giles, D, (2010). *Psychology of the media*. Basingstoke: Palgrave Macmillan.

Kumar, N. (2020). *Media psychology: Exploration and application*. Routledge India.

Stever, G. S., Giles, D. C., Cohen, J., Myers, M. E. (2021) *Understanding media psychology*. Routledge.

Suggestive Readings

Bandura, A. (2001). Social cognitive theory of mass communication. *Media Psychology*, 3 (265-299).

Brewer, G. (2011). *Media psychology*. Basingstoke: Palgrave Macmillan.

Dill, K. E. (2012). *Oxford handbook of media psychology*. New York: Oxford University Press.

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

GENERIC ELECTIVE COURSE GE- 16 FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE – 16 FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- To equip the learner with an understanding of the concepts and issues of human development
- To examine and discuss major theories of development such as those of Piaget, Vygotsky, Kohlberg, Erikson, Freud and Bronfenbrenner.
- To enumerate stages and types of development .

Learning Outcomes

By studying this course the student will be able to:

- Develop an understanding of various issues related to human development.
- Understand different domains of development.
- Develop an understanding of human growth from conception to Adulthood.

SYLLABUS OF GE-16

UNIT - I

(9 Hours)

Introduction- Nature, issues and theoretical perspectives – Psychoanalytic, Psychosocial and Ecological perspective. Indian model of human development.

UNIT – II

(12 Hours)

Domains of Development- Cognitive development – Piaget and Vygotsky, Moral development – Kohlberg and Emotional development – Attachment and temperament

UNIT - III

(12 Hours)

Stages of development I- Prenatal development, Birth and Infancy (Physical and Motor Development).

UNIT - IV

(12 Hours)

Stages of development II- Adolescence – Physical changes, Socioemotional development – Self, Identity, Family, Peers

Adulthood – Physical changes, Socioemotional development – Career issues, Attraction & Love and Family

Practical Component

(30 Hours)

Suggestive Practicals

- Conservation tasks – Piaget's theory
- Attachment style assessment
- Observation of a 2/3/4 years old baby for progress in developmental domains
- Assessment of emotional expression or regulation
- Assessment of family environment /Assessment of marital adjustment
- Heinz dilemma – Kohlberg's theory
- Assessment of Identity status – Marcia's theory
- Cross-sectional study for crisis experienced – based on Erickson's theory
- Developmental record and its analysis of a new born upto 6 months

Tutorial component: Nil

Essential/Recommended Readings:

Berk, L. E. (2010). *Child development* (9th ed.). New Delhi: Prentice Hall.

Feldman, R.S. & Babu, N. (2023). *Development across the lifespan*. Pearson.

Rangaswami, K. (1992). Indian model of stages in human development and developmental tasks. *Indian Journal of Psychological Medicine*, 15 (1) pp 77 – 82.

Santrock, J.W. (2012). *Lifespan development* (13 th ed.) New Delhi: McGraw Hill.

Suggestive Readings

Belsky, J. (2022). *Experiencing the lifespan* (6th ed.). New York: Worth Publishers Macmillan Learning.

Khalakdina, M. (2008). *Human Development in the Indian context. A socio-cultural focus* (Vol 1.) New Delhi: Sage Publications.

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

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

GENERIC ELECTIVE COURSE GE- 17 NEGOTIATING INTIMATE RELATIONSHIPS

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-17: NEGOTIATING INTIMATE RELATIONSHIPS	4	3	1	0	Class 12th Pass	Nil

Learning Objectives

- To understand the construct of friendship and intimate relationship
- To develop an understanding of the psychology behind love
- To understand how and when relationships go wrong.
- To establish positive relationships.

Learning Outcomes

By studying this course the student will be able to:

- Recognize the complex nature of romantic love
- Understand the theoretical implication of love
- Identify distress in intimate relationships
- Build and foster a positive relational attitude

SYLLABUS OF GE- 17

UNIT - I

(12 Hours)

Psychology of Friendships and Intimate Relationships- Making friends, Effects of friendships, Factors affecting friendships, Dating, Marriage.

UNIT - II

(12 Hours)

Understanding Love- Types of love; Theories of love (two-factor theory of love; Sternberg's triangular theory); Sexuality.

UNIT - III

(12 Hours)

Signs of Relationship Going Sour- Jealousy; Romantic transgressions; Breakup: Intimate Partner Violence.

UNIT - IV

(9 Hours)

Flourishing Relationships- Positive Families; Building Relationship Satisfaction.

Practical Component (if any)- Nil

Tutorial component: *(This is a suggestive and not an exhaustive list of tutorial activities)*
(15 Hours)

- Focus Group Discussion
- Movie Review, e.g. Kabir Singh, Titanic
- Class debates to develop critical thinking, e.g. use of Apps like Tinder
- Analysis of the student's social network of friends and followers on social media
- Self and other awareness exercises that encourage constructive feedback
- Experiential exercises to enhance gratitude, practice forgiveness
- Review of Contemporary Art: Music, Painting etc.
- Review of literature or papers in journals or book, e.g. impact of stressors like natural disasters, pandemic, etc. on love and relationships
- Presentations on contemporary topics
- Use of Sternberg's Triangular Love Scale to assess one's love towards a romantic partner

Essential/Recommended Readings

Branscombe, N.R. & Baron, R.A. (2022). *Social psychology* (15th ed.). Pearson.

Compton, W.C. & Hoffman, E. (2020). Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, (3rd ed.). New Delhi: Sage.

Hojjat, M. & Moyer, A. (2016) (Eds.). *The Psychology of friendships*. UK: Oxford University Press.

Jewkes, R. (2002). Intimate Partner Violence: Causes and prevention. *The Lancet- Violence against women III*, 359, 1423-1429.

Rudman, L.A., & Glick, P. (2021). Love and Romance (pp. 204-230). In L.A. Rudman & P. Glick (2021). *The Social Psychology of gender: How power and intimacy shape gender relations*. Guilford publications.

Wilerton, J. (2010). *The Psychology of relationships*. New York: Red Globe 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.
- Belus, J.M., Wanklyn, S., Iverson, K.M., Pukay-Martin, N.D., Langhinrinchsen-Rohling, J. & Monson, C.M. (2014). Do Anger and jealousy mediate the relationship between adult attachment styles and intimate violence perpetration? *Partner Abuse*, 5, 388-406.
- Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup distress and loss of intimacy in university students. *Psychology*, 1(03), 173-177.
- Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies*, 58(4), 406-418.
- 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.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive psychology: The Scientific and practical explorations of human strengths*. New Delhi, India: Sage Publication.
- Sternberg, R.J. & Weis, K. (2008)(Eds.). *The new psychology of love*. New Haven, CT, US: Yale University Press.
- Varma, S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla (Ed.), *Annals of Hindi Studies*. New Delhi: JBS Publications India.
- <https://www.youtube.com/watch?v=LLXX8wzvT7c>. John Gottman talk on how to make relationships work (part 1).

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

UNDER GRADUATE PROGRAMMES OF STUDY

B. A. (PROGRAMME) PSYCHOLOGY COURSE

STRUCTURE, COURSES & SYLLABI OF SEMESTER- V

Category II

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

DISCIPLINE SPECIFIC CORE COURSE – 9: ORGANIZATIONAL

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Organizational Behaviour	4	3	0	1	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an awareness of the concepts related to organizational behaviour.
- Help students appreciate the evolution of the field of organizational behaviour and the role of organizational ethics, especially corporate social responsibility.
- Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- Understanding attitudes at work, motivation, leadership processes from different theoretical perspectives.
- Provide practical guidelines to develop entrepreneurial leadership qualities.
- Help the students develop a connection between concepts and practices of organizations.

Learning Outcomes

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

- Familiarise themselves with the underlying concepts of organizational behaviour.
- Understand the evolution of the field of organizational behaviour and recognize the role of organizational ethics, especially corporate social responsibility.
- Apply the understanding of employee attitudes, motivation leadership and organizational culture in real world organizational settings.
- Examine the relationship between gender and leadership.
- Develop an ability to adapt leadership approaches/ practices in a variety of organizational contexts and cultures.
- Identify best practices relating to entrepreneurial leadership.

SYLLABUS OF DSC- 9

Unit- I

(11 Hours)

Introduction to Industrial/Organizational Psychology- Scope of the Field; Historical Antecedents of Organizational Behaviour; Scientific Management and Human Relations Movement; Organizational Ethics and Corporate Social Responsibility.

Unit- II

(16 Hours)

Work Related Attitudes and Motivation- Job Satisfaction (Antecedents and consequences of Job Satisfaction); Organizational Commitment.

Early Theories of Work Motivation: Maslow, Herzberg; Contemporary Theories and Applications: Expectancy, Equity, Goal Setting; Indian Approach to Work Motivation.

Unit- III

(18 Hours)

Organizational Culture and Leadership- Models (Schein and Pareek); Managing Organizational Culture; Leadership Approaches: Overview of Trait Theories and Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership); Gender and Leadership; Indian Perspective on Leadership (Nurturant Task Leadership); Entrepreneurial leadership and leadership in startups.

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Understanding contemporary challenges faced by organizations using surveys and interviews.
2. Exploring work motivation in the Indian workplace
3. Studying the impact of organizational citizenship behaviour among employees in different industries and sectors in India.
4. Using standardized psychological tests and scales, students may study work-related attitudes such as job satisfaction, organizational commitment, and organizational justice among different employees and organizations.
5. Using secondary sources of data, case studies or psychological scales, students may study the leadership styles of organizational leaders.
6. Students may also work on relationship between different concepts related to organizational psychology.

Essential/recommended readings

Eklund, K.E., Barry, E.S. & Grunberg, N.E. (2017). Gender and leadership. In A. Alvinius (Ed.). *Gender differences in different contexts*. In Tech Open.

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

Griffin, R.W., Phillips, J.M. & Gully, S.M. (2019). *Organizational behavior: Managing people and organizations* (13th ed.). Boston, MA: Cengage.

- Luthans, F. (2011). *Organizational behaviour: An evidence based approach* (11th ed.) New York: McGraw-Hill/Irwin.
- Nelson, D.L. & Quick, J.C. (2018). *ORGB: Organizational behavior* (6th ed.). NY: Cengage.
- Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. Summerfield, NC: Hypergraphic Press.
- Pareek, U. (2004). *Understanding organizational behavior*. New Delhi: Oxford University Press.
- Robbins, S. P. Judge, T.A & Vohra, N. (2019). *Organizational behavior* (18th ed.). New Delhi: Pearson.
- Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.
- Singh, K. (2010). *Organizational behavior: Texts & cases*. Noida: Dorling Kindersley.
- Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive readings

- Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Jones, J. & Hill, R. (2021). *The great resignation: Why millions are leaving their jobs and who will win the battle for talent*. Minnesota: Lone Rock Publishing.
- Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.
- Griffin, R.W.& Moorhead, G. (2009). *Organizational behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.
- Herzberg, F. (1966). *Work and The Nature of Man*. Cleveland: World Publishing Company.
- Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for developing countries*. New Delhi: Sage.
- Khandelwal, K.A. & Mohendra, N. (2010). Espoused Organizational Values, Vision, and Corporate Social Responsibility: Does it Matter to Organizational Members? *Vikalpa. The Journal for Decision Makers*, Vol. 35(3), 19-35.
- Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and organizational Psychology*. New Jersey: John Wiley.
- Peterson, J. (2020). *Entrepreneurial leadership: The art of launching new ventures, inspiring others, and running stuff* (Illustrated edition). Harper Collins.
- Smith, P., Farmer, M., & Yellowley, W. (2012). *Organizational behavior*. Routledge/Taylor & Francis Group.
- Wilson, E. (2001): *Organizational behavior reassessed: The impact of gender*. London: Sage.

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

DISCIPLINE SPECIFIC CORE COURSE – 10: PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10 – Perspectives in Mental and Behavioral Disorders	4	3	0	1	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the clinical picture and etiological understanding of Schizophrenia spectrum disorders, with focus on Schizophrenia.
- To provide an understanding about personality disorders and substance related disorders.
- To orient the learner to neurodevelopmental disorders.

Learning outcomes

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

- Understand the symptoms and causal factors of schizophrenia
- Recognize the clinical picture of substance related disorders
- Discriminate between different personality disorders
- Identify children with neurodevelopmental disorders

SYLLABUS OF DSC- 10

Unit – I

(15 Hours)

Schizophrenia Spectrum Disorder (Clinical Picture and Dynamics) and Personality Disorders (Clinical Picture only): Schizophrenia; Antisocial Personality Disorder, Borderline Personality Disorder.

Unit – II

(18 Hours)

Somatic Symptom & Related Disorders, Substance Related Disorders and Gender dysphoria (Clinical Picture Only): Functional Neurological Symptom Disorder (Conversion Disorder); Alcohol Use Disorder; Drug Abuse and Dependence (Opioids, Stimulants, Sedatives, Hallucinogens); Gender Dysphoria.

Unit – III

(12 Hours)

Neurodevelopmental Disorders (Clinical Picture Only) – Intellectual Developmental Disorder (Intellectual Disability)/ Specific Learning Disorder (Specific Learning Disabilities), Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder.

Practical component –

(30 Hours)

Suggestive list of practicals:

- Visual Media and/or text analysis as an approach to understanding mental disorders.
- Using the case study approach to understanding clinical picture of mental disorders.
- Assessment of a mental disorder using a psychometric test.
- Using Review of literature to understand schizophrenia/substance related disorders/Personality disorders/Neurodevelopmental disorder.
- Assessment of IQ/ADHD using a psychometric test.
- Correlational study of demographic variables and a mental disorder.

Essential/recommended readings

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

Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.

Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Shah, S. (2012). *Asamanya Manovigyan*. Rajkumar Prakashan

Suggestive readings

Gururaj, G. et. al. (2016) *National Mental Health Survey of India, 2015-16: Prevalence, Patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.

Singh, A.K. (2016) आधुनिक असामान्य मनोविज्ञान (Modern Abnormal Psychology - Hindi), Motilal Banarsidass Pvt Ltd.

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

Category III

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

DISCIPLINE SPECIFIC CORE COURSE – 9: ORGANIZATIONAL

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Organizational Behaviour	4	3	0	1	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an awareness of the concepts related to organizational behaviour.
- Help students appreciate the evolution of the field of organizational behaviour and the role of organizational ethics, especially corporate social responsibility.
- Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- Understanding attitudes at work, motivation, leadership processes from different theoretical perspectives.
- Provide practical guidelines to develop entrepreneurial leadership qualities.
- Help the students develop a connection between concepts and practices of organizations.

Learning Outcomes

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

- Familiarise themselves with the underlying concepts of organizational behaviour.
- Understand the evolution of the field of organizational behaviour and recognize the role of organizational ethics, especially corporate social responsibility.
- Apply the understanding of employee attitudes, motivation leadership and organizational culture in real world organizational settings.
- Examine the relationship between gender and leadership.

- Develop an ability to adapt leadership approaches/ practices in a variety of organizational contexts and cultures.
- Identify best practices relating to entrepreneurial leadership.

SYLLABUS OF DSC- 9

Unit- I

(11 Hours)

Introduction to Industrial/Organizational Psychology- Scope of the Field; Historical Antecedents of Organizational Behaviour; Scientific Management and Human Relations Movement; Organizational Ethics and Corporate Social Responsibility.

Unit- II

(16 Hours)

Work Related Attitudes and Motivation- Job Satisfaction (Antecedents and consequences of Job Satisfaction); Organizational Commitment.

Early Theories of Work Motivation: Maslow, Herzberg; Contemporary Theories and Applications: Expectancy, Equity, Goal Setting; Indian Approach to Work Motivation.

Unit- III

(18 Hours)

Organizational Culture and Leadership- Models (Schein and Pareek); Managing Organizational Culture; Leadership Approaches: Overview of Trait Theories and Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership); Gender and Leadership; Indian Perspective on Leadership (Nurturant Task Leadership); Entrepreneurial leadership and leadership in startups.

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Understanding contemporary challenges faced by organizations using surveys and interviews.
2. Exploring work motivation in the Indian workplace
3. Studying the impact of organizational citizenship behaviour among employees in different industries and sectors in India.
4. Using standardized psychological tests and scales, students may study work-related attitudes such as job satisfaction, organizational commitment, and organizational justice among different employees and organizations.
5. Using secondary sources of data, case studies or psychological scales, students may study the leadership styles of organizational leaders.
6. Students may also work on relationship between different concepts related to organizational psychology.

Essential/recommended readings

Eklund, K.E., Barry, E.S. & Grunberg, N.E. (2017). Gender and leadership. In A. Alvinus (Ed.). *Gender differences in different contexts*. In Tech Open.

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

- Griffin, R.W., Phillips, J.M. & Gully, S.M. (2019). *Organizational behavior: Managing people and organizations* (13th ed.). Boston, MA: Cengage.
- Luthans, F. (2011). *Organizational behaviour: An evidence based approach* (11th ed.) New York: McGraw-Hill/Irwin.
- Nelson, D.L. & Quick, J.C. (2018). *ORGB: Organizational behavior* (6th ed.). NY: Cengage.
- Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. Summerfield, NC: Hypergraphic Press.
- Pareek, U. (2004). *Understanding organizational behavior*. New Delhi: Oxford University Press.
- Robbins, S. P. Judge, T.A & Vohra, N. (2019). *Organizational behavior* (18th ed.). New Delhi: Pearson.
- Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.
- Singh, K. (2010). *Organizational behavior: Texts & cases*. Noida: Dorling Kindersley.
- Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive readings

- Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Jones, J. & Hill, R. (2021). *The great resignation: Why millions are leaving their jobs and who will win the battle for talent*. Minnesota: Lone Rock Publishing.
- Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.
- Griffin, R.W. & Moorhead, G. (2009). *Organizational behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.
- Herzberg, F. (1966). *Work and The Nature of Man*. Cleveland: World Publishing Company.
- Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for developing countries*. New Delhi: Sage.
- Khandelwal, K.A. & Mohendra, N. (2010). Espoused Organizational Values, Vision, and Corporate Social Responsibility: Does it Matter to Organizational Members? *Vikalpa. The Journal for Decision Makers*, Vol. 35(3), 19-35.
- Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and organizational Psychology*. New Jersey: John Wiley.
- Peterson, J. (2020). *Entrepreneurial leadership: The art of launching new ventures, inspiring others, and running stuff* (Illustrated edition). Harper Collins.

Smith, P., Farmer, M., &Yellowley, W. (2012). *Organizational behavior*. Routledge/Taylor & Francis Group.

Wilson, E. (2001): *Organizational behavior reassessed: The impact of gender*. London: 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 V:

DSE 1: Positive Psychology

DSE 2: Diversity and Inclusion in Institutions

DSE 3: Self and Personal Growth

DISCIPLINE SPECIFIC ELECTIVE COURSE – 1: POSITIVE PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning Outcomes

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

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

SYLLABUS OF DSE-1

Unit - I

(12 Hours)

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Judeo-Christian, Athenian, Islam, Hinduism, Buddhism, and Jainism, Character Strengths and Virtues (VIA Classification System).

Unit - II (12 Hours)

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

Unit - III (12 Hours)

Positive States and Processes II: Optimism, Wisdom, Flow, Spirituality

Unit - IV (9 Hours)

Positive psychology interventions: Positive thinking, Meditation, Gratitude, Kindness

Tutorial component (15 Hours)

Suggestive Tutorial Activities:

- Review of relevant articles on Indian views of happiness and well-being
- Role plays to demonstrate the role of positive states and processes
- Group discussion on any secondary source like a book, movie or a podcast related to positive psychology concepts
- Report writing on experiential exercises related to positive psychology interventions in the class

Practical component – NIL

Essential/recommended readings

Baumgardner, S.R., & Crothers, M.K. (2010). *Positive psychology*. Upper Saddle River, New Jersey.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. London, UK: Routledge.

Davis, E. B., Worthington, E. L., Jr, & Schnitker, S. A. (2022). *Handbook of positive psychology, religion, and spirituality*. Springer Nature.

Gotise, P., & Upadhyay, B. K. (2018). Happiness from ancient Indian perspective: Hitopadesa. *Journal of Happiness Studies*, 19(3), 863-879.

Jeste, D. V., & Vahia, I. V. (2008). Comparison of the conceptualization of wisdom in ancient Indian literature with modern views: Focus on the Bhagavad Gita. *Psychiatry: Interpersonal and Biological Processes*, 71(3), 197-209.

Parks, A. C., & Titova, L. (2016). Positive psychological interventions: An overview. In A. M. Wood & J. Johnson (eds.), *The Wiley handbook of positive clinical psychology* (pp. 307–320). Wiley Blackwell.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical exploration of human strengths*. Thousand Oaks, CA: Sage.

Suggested readings

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2: DIVERSITY AND INCLUSION IN INSTITUTIONS

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-2 Diversity and Inclusion in Institutions	4	3	1	0	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate an understanding and acknowledgment of building the morale for diversity in institutions.
- To build an understanding of the best practices and policies for creating more inclusive environments.

Learning Outcomes

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

- Understand the key principles around diversity, equity, and inclusion; and advocate for the need of building more inclusive institutional places.
- Examine the opportunities and challenges related to diversity issues in institutions, e.g., educational institutions.
- Reflect upon the various strategies used to manage diversity.

SYLLABUS OF DSE-2

Unit - I

(9 Hours)

Introduction: Understanding diversity, equity, and inclusion; Paradigms of Diversity Management.

Unit - II

(12 Hours)

Differences between EEO, Affirmative Action, and Diversity; Opportunities and challenges of working with diversity.

Unit - III

(12 Hours)

Types of diversity: Disability, Sexual orientation, Caste.

Unit - IV

(12 Hours)

Creating an inclusive environment-Case studies.

Tutorial component

(15 Hours)

Suggestive Tutorial Activities

- Encourage students to peer mentor minority groups in classroom in a mutually collaborative project.
- Presentations and discussions on diversity and focused concerns across diverse institutions
- Collaboration may be done with other institutions for Diversity, Equity and Inclusion (DEI) activities, e.g., weekly virtual book club meetings may be organized to share books on inclusion.
- Reflective exercises and journal writing
- Film and documentary screening on DEI

Practical component – NIL

Essential/recommended readings

Barak, M. (2017). *Managing Diversity toward a Globally Inclusive Workplace* (4th ed.). London: SAGE Publications Ltd.

Hubbard, E. E. (2004). *The Manager's Pocket Guide to Diversity Management*. Human Resource Development.

Noronha, E. (2021). Caste and workplace bullying: A persistent and pervasive phenomenon. *Dignity and Inclusion at Work*, 489-512.

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

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-and-inclusion-at-the-workplace.html>

Lup, D. (2017). Becoming a manager increases men's job satisfaction, but not women's. <https://hbr.org/2017/11/research-becoming-a-manager-increases-mens-job-satisfaction-but-not-womens>

Phillips, K. W. (2014). How diversity makes us smarter, *Scientific American*, 311 (4). <http://www.scientificamerican.com/article/how-diversity-makes-us-smarter>

Stockton, H. & Bourke, H. (2014). From diversity to inclusion: Shift from compliance to diversity as a business strategy. Deloitte University: <https://www2.deloitte.com/global/en/pages/humancapital/articles/diversity-to-inclusion.html>

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

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 DISCIPLINE SPECIFIC ELECTIVE COURSE – 3: SELF AND PERSONAL COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:

- To explore and understand the concept of self.
- To identify the meaning of self in a social world.
- To help the students understand the idea of self from the Indian and Western perspective.
- To facilitate personal growth and the development of an individual.

Learning Outcomes

After completing this course, the student will be:

- Able to understand the idea of self; its antecedents and place in the social world.
- Able to understand the notion of self from an Indian and western perspective.
- Equipped with skills of self-management.

SYLLABUS OF DSE- 3

Unit – I

(12 Hours)

Understanding Self

Self-concept: Nature; Factors shaping the self-concept; Sources of self-concept; Impact of culture, gender, and other social factors on the self-concept.

Self and Identity in the social world/context; Influence of social media and technology on self-identity and self-presentation.

Unit – II

(12 Hours)

Theories of Self

Concept of Self in the Indian context (Ātman, Purusha, Jiva); and its relation to personal growth; The concept of Sat-chit-ananda and its relationship to self-realization and personal growth; Carl Rogers' theory on self; Carl Jung's concept of self: Jung's concept of the self as an archetype and its relationship to individuation; Neuroscience of Self.

Unit – III

(6 Hours)

Managing Self

Self-regulation: Importance and Strategies; Self-presentation: Strategies for enhancing self-presentation skills; Subjective wellbeing: Definition; contributing factors.

Unit – IV

(15 Hours)

Personal Growth

Developing character strengths and virtues;

Hope, Optimism and Resilience: Role in coping with adversity and promoting personal growth; Strategies for developing these qualities and enhancing personal growth and well-being; Understanding the challenges and potential barriers to personal growth and strategies for overcoming them.

Tutorial component

(15 Hours)

Suggestive Tutorial Activities:

- Group Discussion
- Case Study Analysis
- Comparative Analysis
- Self-Reflection Journal
- Strengths Assessment

Practical component – NIL

Essential/recommended readings

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge

Cornelissen, M., Varma, S., Mishra, G., & Paranjpe, A. C. (1999). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press

Dalal, A. K. & Mishra, G. (Ed) (2011). *New Directions in Health Psychology*. Sage.

Mishra, G. (2017). *Psychosocial Interventions for Health and Well-Being*. Springer.

Popper, K. R. & Eccles, J.C. (2012). *The Self and its Brain*. Springer Science & Business Media.

Stevens, R. (1996). *Understanding the Self*. Sage Publications.

Weitan, W. & Lloyd, M. A. (2007). *Psychology Applied to Modern Life*. 8th Ed. Wadsworth Publishing Company.

Suggestive readings

Luft, J.&Ingham, H. (1955). "The Johari window, a graphic model of interpersonal awareness".
Proceedings of the Western Training Laboratory in Group Development. Los Angeles:
University of California.

Kahneman, D. (2011). *Thinking, Fast and Slow*. New York.

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University of Delhi, from time to time.