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DEPARTMENT OF PSYCHOLOGY (Applied Psychology)

SEMESTER-V

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B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

DISCIPLINE SPECIFIC CORE COURSE 13:Essentials of Organizational Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

| Course title & | Credits | Credit Distribution of the Course | | | Eligibility | Pre – requisite of |
|--|---------|-----------------------------------|----------|---------------------|-----------------------------|--------------------|
| | | Lecture | Tutorial | Practical /Practice | | |
| DSC- 13: Essentials of Organizational Psychology | 4 | 3 | 0 | 1 | Class 12 th Pass | Nil |

Learning Objectives

The learning objectives of this course are as follows:

- To develop an awareness among students regarding the concepts and theories related to Industrial and Organizational psychology (I/O Psychology) and its historical development especially with reference to contemporary Indian research.
- Help students develop a connection between the determinants of individual, group and organizational processes and apply this understanding to the solution of problems at work.
- Understanding the evolution of the field of organizational psychology and the challenges faced by the field today.

Learning Outcomes

The learning outcomes of this course are as follows:

- Developing knowledge of I/O Psychology, and its historical development (especially w.r.t India).
- Understanding ideas and issues related to organizational behavior, OB model, organizational structure, and organizational designs.
- Displaying knowledge related to employee attitudes such as Job Satisfaction, Work Motivation and Leadership.

**UNIT-I: EVOLUTION OF INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY:
(15 Hours)**

Historical Background of Industrial and Organizational Psychology with inputs from the Indian context; Historical Antecedents of I/O Psychology OB Models (Robbins and Parikh & Gupta); Challenges faced by the field: Sexual Harassment, Discrimination & Diversity; Elements of Organizational structure; Common Organizational Designs and New Design Options.

UNIT-II: FACTORS EFFECTING PERFORMANCE AT WORKPLACE: (15 Hours)

Nature of Performance at workplace, Performance and productivity, Employee Attitudes: Job Satisfaction and Dissatisfaction, Employee Engagement and Karma Yoga; Workplace Motivation: theories: Herzberg's Two factor theory, Porter and Lawler's Expectancy theory, Edwin Locke's Goal-setting theory, Adam's Equity theory, Deci & Ryan's Self-determination Theory.

UNIT-III: DYNAMICS OF ORGANIZATIONAL PSYCHOLOGY:(15 Hours)

Power and empowerment; Leadership: Nature, Early Approaches (Great Man and Trait Approaches) Fiedler's Contingency theory, Contemporary theories (Burns and Bass Transformational theory, Northouse Authentic leadership theory, Virtual Leadership) Mentorship. Indian perspective on leadership, Issues and challenges to leadership.

Practical Component: (30 Hours)

1. One field based practical from the units above
2. One practical to assess any job attitude, leadership, or any other organization-related concept from the units above.

Essential/Recommended Readings

- Greenberg, J. & Baron, R.A. (2010/latest edition). *Behavior in Organizations*. Noida: Dorling Kindersley. (Unit 1: chapter 6; Unit 2: chapter 6, chapter 7, chapter 11; Unit 3: chapter 13)
- Luthans, F. Luthans, B.C. & Luthans, K. W. (2021). *Organizational Behavior: An Evidence-Based Approach*. Information Age Publishing. (Unit 1: chapter 1, chapter 3)
- Jex, S.M. & Britt, T. W. (2014/latest edition). *Organizational Psychology: A Scientist-Practitioner Approach*. John Wiley & Sons (Unit 2: Chapter 5)
- Northouse, P.G. (2018/latest edition). *Leadership: Theory and Practice*. Sage Publications, India (Unit 3: chapter 1, chapter 2, chapter 8, Chapter 9)
- Pareek, U. & Khanna S. (2016). *Understanding Organizational Behavior*. Oxford: Oxford University Press (Unit 1: chapter 1, chapter 21; Unit 2: chapter 2; Unit 3: chapter 23)
- Vischer, J. (2007). *The Concept of Workplace Performance and Its Value to Managers*. California Management Review. 49. 2.
https://www.researchgate.net/publication/255648928_The_Concept_of_Workplace_Performance_and_Its_Value_to_Managers

ADDITIONAL REFERENCES

- Robbins, S. P. Judge, T. A. & Vohra, N. (2019/latest edition). *Organizational Behavior* (18th Ed). New Delhi: Pearson.
- Howes, S & Muchinsky, P. (2023). *Psychology applied to work: An introduction to Industrial and Organizational psychology*. Summerfield, NC: Hypergraphic Press.
- Uhl-Bien, M., Piccolo, R. F., Schermerhorn Jr, J. R. & Dash, S.S. (2022). *Organizational behavior. An Indian Adaptation*. India: John Wiley & Sons.
- Prakash, A. (2011). Organizational Behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
- Parikh, M. & Gupta, R. (2010). *Organization Behaviour*. Tata McGraw Hill Education, New Delhi (Unit 1: Chapter1, Chapter-20).

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 UNDERSTANDING MENTAL DISORDERS

DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite |
|--|----------|-----------------------------------|----------|---------------------|-----------------------------------|---------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC - 14 UNDERSTANDING MENTAL DISORDERS | 4 | 3 | 0 | 1 | Class 12th Pass | Nil |

Learning Objectives

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

Learning Outcomes

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

SYLLABUS-

UNIT-I

(15 Hours)

Introduction: Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment

UNIT-II

(15 Hours)

Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics): Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder

UNIT-III

(15 Hours)

Depressive Disorder & Bipolar Disorders Clinical Picture and Dynamics): Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia

Practical Component: (30 Hours)

Suggestive Practicals:

Any total of two practicals from any of the following:

- Mental Status Examination (MSE).
- Assessment of anxiety disorders using any psychometric test.
- Assessment of depression/bipolar disorders using any psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, diagnosis and differential diagnosis.
- Analysis of mental illness related visual media/text to understand mental disorders.

Tutorial component: Nil

Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17thEdn) New Delhi: Pearson.

Comer, R.J. & Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Diagnostic and Statistical Manual of Mental Disorders (DSM 5 –TR, 2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.

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

Suggestive readings:

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

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

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

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

DISCIPLINE SPECIFIC CORE COURSES 15: Systems & Theories in Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title | Credits | Credit distribution of the course | | | Eligibility | Pre-requisite of |
|---|-----------|-----------------------------------|-----------|------------------------|-----------------------------------|------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC 15: | 04 | 03 | 01 | 0 | | |
| Systems & Theories in Psychology | | | | | Class 12th Pass | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students understand the evolution of Psychology in Indian and Western thought (including philosophical and general-scientific milestone events that have influenced the development of the discipline.)
- To developing critical thinking skills with increased ability to articulate sound arguments and ask relevant questions regarding theories and principles of psychology

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course the student will be able to view critically different perspectives in Psychology.
- By studying this course the students will appreciate the contribution of Indian thought in Psychology as a discipline in India
- By studying this course the students will become aware of the debates in the discipline and learn to examine issues critically.

SYLLABUS OF DSC-

UNIT-I

(12hours)

Ontology, epistemology and methodology of Psychology in India and West: Issues in practice of Psychology as a natural and human science, Philosophical questions in Science, Psychology as a science.

Discipline of Psychology in Indian tradition, methodology, applications, and its difference from Western perspectives.

UNIT-II**(12 hours)**

Schools of thoughts in Psychology - I: British empiricism, Structuralism, Functionalism, Classical Behaviourism, Neo-behaviourism (view of human nature, central tenets of the schools)

UNIT-III**(12 hours)**

Schools of thoughts in Psychology - II: Cognitive revolution. Classical Psychoanalysis and neo-Freudians, Humanistic-Existential, Transpersonal-Spiritual perspective (view of human nature and central tenets of the schools)

UNIT-IV**(12 hours)**

Psychology in Indian System of thoughts: Upanishads, Samkhya-Yoga, Advaita Vedanta, Buddhism, Jainism, Sufi tradition, folk traditions with emphasis on Kabir Das (view of human nature, mind and self)

Practical component (if any) - NIL

Suggested Tutorial activities**(30hours)**

Objectivity and subjectivity in Science - a group discussion or science and spirituality - a group discussion (Drawing elements from Fritj of Capra's The Tao of Physics); A class debate on Psychology as a Science; YouTube videos of ShabnamVirmani on Kabir: An experiential journey; Preparing a time line of History of Psychology in India, highlighting important contributions and Psychologists in India; A discussion on the contribution of women Psychologists to the discipline of psychology; A critical evaluation of all the major schools of Psychology and creating a framework for a holistic model

Essential/Recommended Readings

Dalal, A. K. (2011). Journey back to the roots: Psychology in India. In Cornelissen, R. M. M., Misra, G., Varma, S. (Eds.), *Foundations of Indian Psychology*, Volume 1, Theories and Concepts. Pearson.

Dhar, P. L. (2011). No I, No Problems: The Quintessence of Buddhist Psychology of Awakening. *Psychological Studies*. 56, 398. <https://doi.org/10.1007/s12646-011-0111-0> (Buddhism)

Fragar, R. & Fadiman, J. (2013). *Personality and Personal Growth*. Pearson. (Chapters on Buddhism and Sufism)

Hergenhahn, H. R. & Henley, T. B. (2014). *An Introduction to the History of Psychology Seventh Edition*. Wadsworth Cengage Learning. (Chapters 12, 16, 17, 19, 20)

King, D.B., Woody, W.D. & Viney, W. (2013). *A History of Psychology: Ideas and Context*. (5th Edition). Pearson. (Chapter 2, 13, 16, 17, 18)

Kireet, J. *Summary of Upanishads and Gita* (word document)

Leahey, T. H. (2018). *A History of Psychology: From antiquity to modernity*. (8th Edition). N.Y: Routledge. (Chapter 1: Understanding Science; Chapter 7 Psychology as Science)

Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press. (Chapter 1, 2, 3)

Ramakrishna Rao, K. &Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer. (Chapter 1, 2, 3, 5, 7)

Shirazi, B. A. K. (2013). The Sufi path of self-transformation. In MatthijsCornelissen, GirishwarMisra, SuneetVarma (Eds). *Foundations and applications of Indian psychology*. Pearson Education India.

Singh, K. (2011). Beyond mind: The future of psychology as a science. In R. M. M. Cornellisen, G. Misra& S. Varma (Eds.), *Foundations of Indian Psychology: Concepts and theories* (pp. 86-102). Pearson.

Varma, S. (2002). The farther reaches of a new psychology. *Psychological Studies*, 47, 70-86.

Virmani, S. (n.d.). https://www.india-seminar.com/2010/605/605_shabnam_varmani.htm (for Kabir)

Suggestive readings

Bhatia S. (2002). Orientalism in Euro-American and Indian psychology: historical representations of "natives" in Colonial and postcolonial contexts. *History of psychology*, 5(4), 376–398. <https://doi.org/10.1037/1093-4510.5.4.376>.

Cornelliseen, M., Misra, G. &Varma, S. (Eds) (2014). *Foundations and applications of Indian Psychology*. Pearson: New Delhi

Dalal, A.K. &Misra, G. (2010). "The Core and Context of Indian Psychology," Psychology and Developing Societies, Vol. 22(1), pages 121-155, March.

Kireet, J. (2012). *The Veda in the Light of Sri Aurobindo*. Popular Media.

Kireet, J. (2009). *The Gita and its Synthesis of Yoga*. The Mother's Institute of Research.

Kireet, J. (2012). *Science and Spirituality*. ShubhraKetu Foundation and The Mother's Institute of Research

Virmani, S. Had-unhad. <https://www.youtube.com/watch?v=QKI4RcplM5o>

Virmani, S. Koi suntahai. <https://www.youtube.com/watch?v=Dr83axn1IbM>

Youtube Videos of Team Sunaad

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 6: Disorders of Childhood and Adolescence

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title | Credits | Credit distribution of the course | | | Eligibility | Pre-requisite of |
|--|-----------|-----------------------------------|----------|------------------------|-----------------------------------|------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 6: Disorders of Childhood and Adolescence | 04 | 03 | 0 | 01 | Class 12th Pass | Nil |

Learning Objectives

This course has the following objectives:

- Develop an understanding of how maladaptive behaviour appears in different life periods.
- Knowing the common disorders of childhood and adolescence.
- Understanding the clinical picture and etiology of the common disorders of childhood and adolescence.

Learning Outcomes

- To demonstrate a critical understanding of some of the neurodevelopmental disorders as well as Disruptive, Impulse-control, and Conduct Disorders in Clinical Psychology.
- To develop a foundation for a career in Clinical Psychology

Syllabus of DSE-

UNIT-I

(15 hours)

Introduction to Neurodevelopmental Disorders; ADHD, Autism Spectrum Disorder (Clinical Picture and Etiology)

UNIT-II

(15 hours)

Intellectual Disabilities, Specific Learning Disorders (Clinical Picture and Etiology)

UNIT-III

(15 hours)

Introduction to Disruptive, Impulse-control, and Conduct Disorders; Conduct Disorder, Oppositional Defiant Disorder; Introduction to Eating disorders; Anorexia Nervosa, Bulimia Nervosa, Binge-eating disorder (Clinical Picture and Etiology)

Practicums**(30 hours)**

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

1. Case-history of at least two cases from the list of disorders mentioned above
2. Screening children for above disorders in schools/communities
3. Assessing stress of caregivers of children with above disorders

Essential/Recommended Readings:

Hooley, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. (2017). *Abnormal psychology* (17th ed., global edition). Boston: Pearson.

Goldstein, S. and DeVries, M. (2017). *Handbook of DSM-5 disorders in children and adolescents*. Springer International Publishing AG.

Suggestive Readings:

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text revision)-DSM-5-TR™.

Brinkerhoff, S. (2014). *Childhood and adolescent disorders*. Simon and Schuster.

Dailey, S.F., Gill, C.S., Karl, S.L., & Barrio Minton, C.A. (2014). *DSM-5: Learning Companion for Counselors*. Alexandria, VA: American Counseling Association.

Kendall, P.C., & Comer, J.S. (2010). *Childhood disorders*. USA: Taylor and Francis.

Whitbourne, S.K., and Halgin, R.P. (2015). *Abnormal psychology: Clinical perspectives on psychological disorders* (7thed.). India: McGraw Hill Education Pvt. Ltd.

DISCIPLINE SPECIFIC ELECTIVE COURSE 7: Learning and Innovation in Organization

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

| | Credi | Credit Distribution of the Course | | | Eligibility | Pre – requisite of |
|---|----------|-----------------------------------|-----------|----------------------|-----------------------------------|--------------------|
| | | Lecture | Tutori al | Practic al/Prac tice | | |
| DSE 7: Learning and Innovation in Organization | 4 | 3 | 0 | 1 | Class 12th Pass | Nil |

Learning Objectives

The learning objectives of this course are as follows:

- To understand the advances and innovations in organizations in the context of information technology and globalization
- To develop a conceptual understanding of organizational culture and values with a focus on the Indian context.
- To help students learn about various facets of positive work environment and behavior in organizations.

Learning Outcomes

The learning outcomes of this course are as follows:

- Learners will be able to understand the advances and innovations taking place in organizations.
- Learners will be able to understand the role and impact of technology and globalization at organizational level.
- Leaners will understand the different work cultures, work values, notion of psychological safety and positive work environment in Indian context.

Syllabus of DSE-

UNIT-I: INFORMATION TECHNOLOGY, INNOVATION & GLOBALIZATION

(15 hours)

OB and advances in technology (Virtual organizations, telecommuting), OB and globalization, Innovations in Organizations: Startups, entrepreneurship.

UNIT-II: ORGANIZATIONAL CULTURE & VALUES

(15 hours)

Organizational Climate & Culture, Theories of Organizational culture, Organizational Values and Work Values.

UNIT-III: POSITIVE WORK ENVIRONMENT

(15 hours)

Psychological Safety, PsyCap, Knowledge management, Positive Approach and Positive Thinking, Organizational Performance.

Practical Components:

(30 hours)

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

1. Case study on Technology/Innovation/Startups in Organizational settings from Unit 1.
2. Field based practical on Organizational Climate/Organizational Culture/Work Values from Unit 2.

Essential/Recommended Readings

- Greenberg, J. (2011). *Behaviour in Organizations* (10th Ed.). Pearson. [Chapter 1, 14]
- Luthans, F., Luthans, B.C. & Luthans, K.W., (2021) *Organizational Behavior: An Evidence-Based Approach*. Information Age Publishing. [Chapter 2, 7]
- Pareek, U. (2011). *Understanding Organizational Behavior* (2nd edition). Oxford. [chapters 2, 3, 11 and 24]
- Schein, E. H. (2004): *Organizational Culture and Leadership*, (3rd Ed), San Francisco, Jossey Bass. [Chapter 1, 2]
- Sinha, J.B.P. (2008). *Culture and Organizational Behaviour*. New Delhi: Sage. [Chapter 2, 12, 13]
- Edmondson, A. C. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>

Suggestive Readings

- Edmondson, A. C. (2004). Psychological Safety, Trust, and Learning in Organizations: A Group Level Lens. In R. M. Kramer & K. S. Cook (Eds.), *Trust and distrust in organizations: Dilemmas and approaches* (pp. 239–272). Russell Sage Foundation.
- Gautam, V., Ningthoujam, S., & Singh, T. (2019). Impact of Psychological Capital on Well-Being of Management Students. *Theoretical Economics Letters*, 09(05), 1246–1258. <https://doi.org/10.4236/tel.2019.95081>
- Rousseau, D. M. (1990): Assessing Organizational Culture: The Case for Multiple Methods' In Schneider, B. (Ed.), *Organizational Climate and Culture*, Oxford: Jossey Bass.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 8: Psychology of Sports

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 Sports | 4 | 3 | 0 | 1 | Class 12th Pass | Nil |

Learning Objectives

- Understanding the major issues related to psychophysiological aspects of sports performance
- Demonstrating an ability to identify and evaluate psychological problems of sportspersons
- Developing an understanding of the career transitions, exercise and competitions for seniors

Learning Outcomes

- To develop a strong base of knowledge in the ever-expanding field of mental training in sports
- To gain insight into the psychological problems of athletes pertaining to various sports & ways of dealing with those
- Understand potential issues with measurement and interventions in sports
- Hands-on training to students with the help of practical are listed in the course.

Syllabus of DSE-

UNIT-I: Psychophysiological aspects in relation to sports performance (15 hours)

Personality: sports-specific personality traits, personality & performance in sports (POMS by Morgan); Aggression in sports, relationship b/w aggression & sports performance; Motivation, Goal orientation (moral functioning -sportsperson ship) & Goal setting (motivation & sports performance); Activation Techniques: Imagery, VMBR, and Psych up technique (pep talk, music & mindfulness training, Self-confidence, self-efficacy in sports)

UNIT-II: Psychological problems of athletes (15 Hours)

Injury in sports (Understanding the Psychological Factors of Injury and Rehabilitation) , Path to Rehabilitation Failure and to Rehabilitation Success; Eating Disorders (Defining, Causes, Prevention & Treatment of Eating Disorders); Substance Abuse: (Commonly Used Substances: Recognition, Prevention, and Treatment for Substance Abuse); Burnout & overtraining (Prevention & Treatment)

UNIT-III: Career transitions, exercise & competition for seniors (15 Hours)

Career Transitions: Definitions and Causes of Career Transitions; Psychological Reactions to Career Transition, Coping Factors Related to Quality of Career Transition, Career Transition Interventions; Fitness issues for seniors; Competitive Sports in the Elderly

Practicals: (30 Hours)

A total of two practicals (from different units) of the following:

- Any psychological test from the above units: measuring Aggression (Aggression Questionnaire Buss & Perry), POMS, Participation Motivation Questionnaire, Willi's sports motivation scale, Vealey's (TSCI) ,SSCI , COI etc.
- Hands-on training on any of the above-listed interventions through simulated Exercise / Workshop.
- Any one field-based practical from the units above.

Essential/Recommended Readings:

- Cox, R. (2006). *Sports Psychology*. McGraw -Hill Education
- Orlick, T. (2008) *In Pursuit of Excellence: How to win in sport & life through mental training* (4th ed). Champaign I, Human Kinetics
- Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). John Wiley & Sons, Inc.
- Weinberg, R.S., & Gould, D. (1995). *Foundation of sports & Exercise psychology* Champaign I, Human Kinetics.

Suggestive readings:

Robert A. R. & Roberts, S.O. (1999). *Fundamental Principles of Exercise Physiology for fitness , Performance & health* . McGraw hill College , New York

Mohan, J., & Sehgal, M. (2005). *Readings in Sports Psychology*. New Delhi: Friends

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 9: Psychology of Relationships

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of |
|------------------------------------|---------|-----------------------------------|----------|---------------------|-----------------------------|------------------|
| | | Lecture | Tutorial | Practical /Practice | | |
| DSE 9: Psychology of relationships | 4 | 3 | 0 | 1 | Class 12 th Pass | Nil |

Learning Objectives

- To provide an insight into basic facts and key concepts of the relationship science.
- To understand the dynamics of establishing and maintaining close relationships.
- To explore the nature of close relationships in contemporary time.

Learning Outcomes

- Establish effective relationships with family, friends and significant others.
- Learn strategies to effectively deal with distress in relationships and establish positive relationships.
- Appreciate the complex nature of relationships in modern time.

Syllabus of DSE-

UNIT-I: Understanding relationships: (15 Hours)

Relationship science: Concepts, development, and types (an overview); *Relationship process*: cognitive and affective; Significance of relationships.

UNIT-II: Psychological insights into Close relationships: (15 Hours)

Family, Friendship and Romantic relationships: Concepts, nature and challenges. Creating harmony in relationships.

UNIT-III: Relationships in contemporary time: (15 Hours)

Virtual relationships in social media: Nature, risks and benefits; Parasocial relationships: Main features, levels and effect; Live -in relationships; Queer relationships; Human -pet relationships.

Practicals:**(30 Hours)**

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

1. Participatory exercises/activities for relationship building
2. Focus group discussion or any other qualitative technique to explore the relationship issues and their management or using scale on relationships mentioned in above units.

Essential/Recommended readings

Berscheid, E., & Regan P. (2016). *The psychology of interpersonal relationships*. New York, USA:Routledge.

Elsayed, W. (2020). Students and the risk of virtual relationships in social media: Improving learning environments. *International Journal of Emerging Technologies in Learning (iJET)* 15(21), 118.

Giles, D. (2010). *Parasocial relationships*. DOI:10.1515/9783110232424.4.442.

<http://www.researchgate.net/publications/263088893>.

Hojjat, M. & Moyer, A. (2017). *The Psychology of friendship*. New York, USA: Oxford university press.

Regan, P. (2011). *Close relationships*. New York, USA: Routledge.

Suggestive readings

Arditti, J. C. (2015). *Family problems: Stress, Risks and Resilience*. Willey Blackwell: UK.

Compton, W. C. & Hoffman, E. (2020). Chapter 5. Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, 3rd Ed. New Delhi: Sage.

Wilerton, J. (2010). *The Psychology of Relationships*. New York: Red Globe 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- 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 |
|-------------------------|---------|-----------------------------------|----------|---------------------|-----------------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE -15 MEDIA PSYCHOLOGY | 4 | 3 | 1 | 0 | Class 12 th 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

- 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

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 components – Nil

Tutorial components- (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.

Steuer, 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.

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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 |
|--|----------|-----------------------------------|----------|---------------------|-----------------------------------|---------------|
| | | 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

- 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

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). *Discovering the lifespan*. Pearson.

Feldman, R.S. & Babu, N. (2023). *Development across the lifespan* (8th ed.). New-Delhi: 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* (13th 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

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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 |
|--|----------|-----------------------------------|----------|---------------------|-----------------------------------|------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE-17: NEGOTIATING INTIMATE RELATIONSHIPS | 4 | 3 | 1 | 0 | Class 12th Pass | Nil |

Learning

- 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.

Objectives

Learning Outcomes

- 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

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*, (3rded.). 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., Langhinrinchen-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).

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