

INDEX
DEPARTMENT OF PSYCHOLOGY

BA (Hons.) Psychology
Semester-III

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Category I**B.A. (HONOURS) PSYCHOLOGY****DISCIPLINE SPECIFIC CORE (DSC) COURSES****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSC-7 COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Development of Psychological Thought	4	3	1	0	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are:

- To understand and evaluate the historical events and key philosophical, pre-scientific and scientific developmental milestones that has shaped the discipline of contemporary psychology.
- To appreciate the polycentric history and diversity of interests and foci within psychology.
- To describe the perspectives and significant contributions of luminaries in the history of psychology.
- To understand the development of psychological thought from both the Indian and Western perspectives.

Learning outcomes

By studying the course students will be able to:

- Understand the historical events and key philosophical, pre- scientific and scientific developmental milestones that have shaped the discipline of contemporary psychology.
- Identify and appreciate the perspectives and significant contributions of luminaries in the history of psychology.
- Recognize the relevance of diversity of contexts and the pluralistic origin of significant ideas, concepts and theories which shaped the history of psychology.
- Compare and contrast the development of psychological thought from both the Indian and Western perspectives.

- Use critical thinking to question, debate and evaluate the guiding assumptions of psychological theories, concepts and principles and to apply these effectively, both at an individual level and in diverse settings.

SYLLABUS OF DSC-7

- UNIT – I: (11 Hours)**
Polycentric History of Psychology- Psychology of Consciousness: Eastern (Yoga and Vedant); and Western views (Wundt, James, Phenomenology) on Consciousness; applications of Yoga & Vedant.
- UNIT – II: (11 Hours)**
Psychology of Behaviour and Mind: Rise of Behaviourism (Watson), Shift from Behaviourism to neo-behaviourism (Tolman, Skinner); Transition from Behaviourism to Cognitive Psychology (Paradigms and Themes); Applications of Behaviourism and Cognitive psychology.
- UNIT – III: (14 Hours)**
Psychology of the Unconscious: Classical Psychoanalysis (Freud), Sociological Shift in Psychoanalysis (Horney, Erikson), Object Relations Perspective (Key Concepts); Existentialist & Humanist Perspective (Tenets and Concepts).
- UNIT – IV: (9 Hours)**
Psychology of Subjective Experience: Humanist Psychology (Tenets), Rogerian Self Psychology; Existential Psychology (Tenets), Transpersonal Psychology (Themes & Contributions).

Tutorial Component – 15 Hrs.

Practical Component – NIL

Essential readings

- Brock, A. C. (2014). What is a polycentric history of psychology? *EstudosemPsicologia* 14 (2), 646-659.
- Cornilissen, R.M. Misra, G. &Varma, S. (Eds.), (2013). *Foundations and Applications of Indian Psychology*. New Delhi: Pearson
- Davis, J. (2003). An overview of transpersonal psychology. *The Humanist Psychologist* 31 (2-3), 6-21.
- Hergenhahn, B.R. & Henley, T.B. (2014). *An introduction to history of psychology*. London : Wadsworth, Cengage Learning.
- Kakar, S. (1997). Culture in Psychoanalysis. In S. Kakar (Ed.) *Culture and psyche: Selected essays* (pp. 1-19). New Delhi: OUP.
- King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context* London, UK: Pearson Education.
- Leahey, T.H. (2005). *A history of psychology: Main currents in psychological thought*. Singapore: Pearson Education.
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
- Pickren, W.E. (2009). Indigenization and the history of psychology. *Psychological Studies* 54, 87-95.

Sternberg, R.J. & Sternberg, K. (2012). *Cognitive psychology*. Wadsworth: Cengage Learning.

Suggestive readings

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

Cunningham, P. F. (2021). *Introduction to transpersonal psychology: Bridging spirit and science*. NY: Routledge.

Danzinger, K. (2013). Psychology and its history. *Theory & Psychology* 23(6), 829-83.

Marsh, T. (2020). Neo Freudians. In V. Zeigler-Hill & T.K. Shackelford (Eds.), *Encyclopedia of personality and individual differences*.

Paranjpe, A. (2006). From tradition through colonialism to globalization: Reflections on the history of psychology in India (pp.56-74). In A.C. Brock (Ed.), *Internationalizing the history of psychology*. NY: New York University Press.

Rao, K, R. & Paranjpe, A.C. (Eds.), (2017). *Psychology in the Indian tradition*. New Delhi: Springer.

Rao, K.R. (2011). Trisula: Trident Model of Indian Psychology (pp.1-20). In G. Misra (Eds.), *Oxford handbook of psychology in India*. New Delhi: Oxford University Press.

Schultz, D.P. & Schultz, S.N. (2011). *A history of modern psychology*, London: Wadsworth, Cengage Learning.

St. Clair, M. (1999). *Object relations and self-psychology: An introduction*. Belmont, California: Wadsworth Publishing.

Thomas, T. (2005). *The critique of psychology: From Kant to post colonial theory*. NY: Springer-Verlag.

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 DSC-8 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-8 Psychological Research: Quantitative Approaches	4	3	0	1	12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are:

- To introduce the major paradigms of research and their impact on the nature of research in Psychology.
- To explain the key differences between the quantitative and qualitative traditions of research in psychology.
- To present the essential considerations of design, rigour and ethics of research in Psychology.
- To introduce the process, designs and techniques of data analysis in the quantitative research tradition.

Learning outcomes

The Learning Outcomes of this course are:

- To uncover and critically analyse paradigmatic affiliations and associations of researches in Psychology.
- To appreciate the nuances of quantitative and qualitative traditions of research in psychology and select an appropriate research tradition for their own research problems.
- To understand the commonalities and differences in features, goals, steps, sampling procedures and ethics of quantitative and qualitative traditions of research.
- To develop an understanding of experimental, correlational, and survey research.
- To design a quantitative research study and select an appropriate method of data collection and analysis

SYLLABUS OF DSC-8

UNIT – I: Paradigms and Traditions of Psychological Research (15 Hours)

Introduction to psychological research and its goals

Paradigms: Positivist, Post-positivist, Critical, Constructivist and Participatory

Traditions: Quantitative and Qualitative research (overview and differences)

Standards of good research in quantitative and qualitative traditions; Reflexivity in research.

UNIT – II: Considerations of Design in Psychological Research (15 Hours)

Sampling: Defining Population and Sample, Sampling bias (Sampling error and Non-sampling error),

Types of Probability and Non-probability sampling, Theoretical v/s Statistical Sampling; Rule of thumb in the selection of samples sizes in Qualitative and Quantitative Research; Literature Review:

Reason, Process and Critical Analysis; Ethics in Quantitative and Qualitative research traditions.

UNIT – III: Quantitative Research Techniques**(15 Hours)**

Typical structure of quantitative research: 5 stages (theory, hypothesis, data collection, data analysis, results), theory to hypothesis, concepts to variables, types of variables in psychological research
 Experimental Method: Causality versus correlation, Laboratory experiments and field experiments, Single-Group, True experimental and quasi-experimental design, Matching and Random assignment of subjects, Within-subject design, Between subject design, Pre and Post designs, Factorial designs; Social Psychology of Experiments; Survey Research: The logic of survey, Types of survey, Designing a survey questionnaire.

Practical component – 30 Hrs.

Two Practicum based on any of the above units.

Tutorial Component – NIL**Essential readings**

- Bansal, P. (2019). *Psychology: Debates and Controversies*. India: SAGE Publications India Pvt, Limited.
- Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold
- Corbetta, P. (2003). *Social Research: Theory, Methods and Techniques*. United Kingdom: SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The sage handbook of qualitative research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education
- Howitt, D., Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thompson/Wadsworth.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage handbook of qualitative research*. 4(2), 97-128.
- Mertens, D. (2020). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods* (5th ed.). SAGE.
- Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

Suggestive readings

- Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke*. 5th Ed. Sage Publications Inc.
- Schweigert, W. A. (2020). *Research Methods in Psychology: A Handbook*. Illinois. Waveland Press, Inc.

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 DSC-9 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 Applied Social Psychology	4	3	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are:

- To understand the importance of applied social psychology and its applications to various domains of life.
- To develop an understanding of the societal challenges that social psychology can address.

Learning outcomes

The Learning Outcomes of this course are:

- To understand the key issues and concepts related to social inequalities and environmental concerns, especially in the Indian context.
- To understand the importance of interventions in dealing with social problems.
- To design and execute a study based on any relevant intervention/participatory method.

SYLLABUS OF DSC-9**UNIT – I: Introduction****(15 Hours)**

Nature of Applied Social Psychology, Overview of Participatory Research Methods, Process of Intervention, Applying Social Psychological Principles in the Indian Context - Case Studies.

UNIT – II: Social Diversity and its Challenges**(15 Hours)**

Economic, Religious, Gender, Linguistic, Caste based Diversity; Challenges (discrimination, stereotypes and prejudice)

UNIT – III: Applying Social Psychology to the Environment**(15 Hours)**

Resource dilemmas, Natural Disasters, Culture and Environment, Pro-environmental Behaviour and Dealing with Natural Disasters

Practical component – 30 Hours

Any 1 practicum based on any topic of syllabus using intervention based design, participatory research methods or a combination of both.

Tutorial Component – NIL**Essential readings**

Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). *Social Psychology, 9th edition*, Delhi: Pearson.

Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. *Vision, 18(4)*, 317-325.

- Jaspal, R. (2011). Caste, social stigma and identity processes. *Psychology and Developing Societies*, 23(1), 27-62.
- Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies*, 59(4), 427-435. (ISSN: 0033-2968)
- Kool, V. K., & Agrawal, R. (2020). *Gandhi and the Psychology of Nonviolence, Volume 2*. Springer International Publishing.
- Mangal, S.K. & Mangal, S. (2022) *Essentials of Social Psychology: An Indian Perspective*. Routledge
- Mohanty, A. K., (2010). Languages, Inequality and Marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language*, 205, 131-154
- Mikkelsen, B. (1995). *Methods for Development Work and Research: A Guide for Practitioners*. New Delhi: Sage.
- Misra, G., & Tripathi, K. N. (2004). Psychological dimensions of poverty and deprivation. In J. Pandey (Ed.), *Psychology in India revisited – Developments in the discipline* (Applied social and organizational psychology, Vol. 3, pp. 118–215). New Delhi: Sage.
- Pandey, J., & Singh, P. (2005). Social psychology in India: Social roots and development. *International Journal of Psychology*, 40(4), 239-253.
- Priya, K. R. (2002). Suffering and healing among the survivors of Bhuj earthquake. *Psychological Studies*, 47(1-3), 106–112.
- Schneider, F.W., Gruman, A., Coulters, L. M. (Eds.). (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. New Delhi: Sage Publications.
- Schultz, P. W. (2014). Strategies for promoting pro-environmental behaviour. *European Psychologist*. 19(2), 107–117
- Vindhya, U. (2007). Quality of women's lives in India: Some findings from two decades of psychological research on gender. *Feminism & Psychology*, 17(3), 337-356.

Additional Readings

- Apollo, M., Wengel, Y., Schänzel, H., & Musa, G. (2020). Hinduism, ecological conservation, and public health: What are the health hazards for religious tourists at Hindu temples?. *Religions*, 11(8), 416.
- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). *Community Psychology: Linking Individuals and Communities*. Boston, MA: Cengage Learning.
- Nandy, A. (2002). The beautiful, expanding future of poverty: popular economics as a psychological defense. *International Studies Review*, 4(2), 107-121.
- Preston, J. L., & Baimel, A. (2021). Towards a psychology of religion and the environment. *Current Opinion in Psychology*, 40, 145-149.
- Renugadevi, R. (2012). Environmental ethics in the Hindu Vedas and Puranas in India. *African Journal of History and Culture*, 4(1), 1-3.
- Steg, L., Keizer, K., Buunk, A. P., & Rothengatter, T. (Eds.). (2017). *Applied social psychology*. Cambridge University Press.
- Tripathi, R. C., Kumar, R., & Tripathi, V. N. (2019). When the advantaged feel victimised: The case of Hindus in India. *Psychology and Developing Societies*, 31(1), 31-55.
- Vindhya, U., Swain, S., Kapse, P., & Sule, N. (2022). Farmers' Suicides and Psychosocial Intervention. *Psychology and Developing Societies*, 34(1), 104-124.

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-1 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 Social Behaviour and Group Processes	4	3	1	0	12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop the conceptual knowledge of how social influences affect the behaviour of individuals, their interpersonal relationships, aggressive and prosocial behaviour.
- To develop an understanding of verbal and nonverbal communication in the social context and appreciate the role of culture in social behaviour.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Demonstrate an understanding group processes and decision making.
- Apply the theoretical knowledge of social psychology towards betterment of interpersonal relationships and behaviour in social settings.

SYLLABUS OF DSE-1

UNIT – I

(12 Hours)

Social Influence Processes: obedience to authority, compliance: principles and tactics of compliance and conformity

UNIT – II

(12 Hours)

Interpersonal Relationship: evolution and attraction, what increases liking, attraction, and rewards; Communication: language and culture: locating culture in social psychology.

UNIT – III

(12 Hours)

Aggression: perspectives, causes, control; Prosocial Behaviour: motives for prosocial behaviour, the bystander effect, factors that increase or decrease prosocial behaviour.

UNIT – IV

(9 Hours)

Group Processes and Decision Making: basic features of groups (status, norms, roles, cohesiveness), group interaction (facilitation, loafing); group decision making: rules governing group decisions, brainstorming, group memory, groupthink, group polarization.

Tutorial Component – 15 Hrs.

Practical component (if any) - NIL

Essential/recommended readings

Branscombe, N.R., & Baron, R.A., (2023). *Social Psychology*, 15th Ed. New Delhi: Pearson.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Hogg, M. & Vaughan, G.M. (2022). *Social Psychology*, 9th Ed. Pearson.

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.). New Delhi: Pearson.

Suggestive readings

Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.

Forsyth, D. R. (2019). *Group Dynamics*, 7th Edition, Boston, Cengage.

Mishra, A.K., Akoijam, A.B. & Misra, G. (2009). Social psychological perspectives on self and identity. In G. Misra (ed.) *Psychology in India, Vth ICSSR Survey of Psychology*. New Delhi: Pearson.

Smith, P. B., & Bond, M. H. (1999). *Social psychology: Across cultures* (2nd Ed.). Allyn & Bacon.

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 DSE-2 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 Development of Indian Psychological Thought	4	3	1	0	12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSE-2

UNIT – I

(12 Hours)

Introduction: Core Components of Indian Psychological Thought, Consciousness, Self in Indian Psychology: *Upanishadic* view.

UNIT – II

(15 Hours)

Self Development: Evolution of self. Emotions and their transformation in Indian Psychology, Meaning in Life: Indian perspective.

UNIT – III

(9 Hours)

Karma Theory: Concept of Karma Yoga in the *Bhagvad Gita* in relation to *Jnana* and *Bhakti Yoga*.

UNIT – IV

(9 Hours)

Applications of Indian Psychology: Counselling, education, health & organizations.

Tutorial Component – 15 Hrs.

Practical component (if any) - NIL

Essential/recommended readings

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

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

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

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

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

Suggestive readings

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

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

Yogananda (146/1975). Autobiography of a Yogi. Bombay: Jaico.

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 (GE) COURSES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-9 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-9 Basics of Social Psychology	4	3	1	0	12 th Pass	Nil

Learning Objectives

- To define social psychology and describe its origins as a separate discipline within psychology.
- To develop an understanding of cognitions, and actions of oneself and others in the social and cultural context.
- To discuss the relationship between the person and the situation and its influence on attitudes, and social influence processes.

Learning outcomes

- Define social psychology and related terminology.
- Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
- Apply social psychological principles to real-world issues

SYLLABUS OF GE-9

Unit I (11 Hours)

Introduction to Social Psychology: Nature, Scope, History, Methods of research, Social Psychology in India, and Current Trends.

Unit II (11 Hours)

Person Perception & Social Cognition: Social Schemas, Heuristics, Attribution: Types and theories.

Unit III

(11 Hours)

Attitudes: Structure, Characteristics, Formation, Attitude-Behaviour Link, Attitude change

Unit IV

(12 Hours)

Social Influence Processes: Compliance: principles and tactics; Conformity: Classic studies and recent trends; Obedience: factors affecting obedience.

Tutorial Component – 15 Hrs.

Practical Component – NIL

Essential/recommended readings

Baumeister, R. F., & Bushman, B. J. (2018). *Social Psychology and Human Nature*.

New Delhi: Cengage Learning.

Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology Fifteenth Global Edition*.

Pearson Education Limited.

Dalal, A. & Misra, G. (2002) *Social Psychology in India : Evolution and Emerging Trends in New Directions in Indian Psychology (vol. 1: Social Psychology)*. In A. K.

Dalal & G. Misra ((Eds.). New Delhi: Sage

Hogg, M., & Vaughan, G. M. (2018). *Social Psychology*. Pearson Education Limited.

Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments*

(ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.

Pandey, J. & Singh, P. (2005) *Social psychology in India: Social roots and development*. *International Journal of Psychology*, 40(4), 239-253.

Suggested Readings

Misra, G., Sanyal, N., & De, S. (2021). *Psychology in Modern India Historical, Methodological, and Future Perspectives*. Springer

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 GE-10 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-10 Youth and Mental Health	4	3	1	0	12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of common risk factors affecting mental health of young persons
- To develop knowledge of signs and symptoms of various disorders that are prevalent amongst youth
- To help students appreciate the competencies and strategies to build the competencies for positive youth development

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be able to understand the ecological perspective on the risk and protective factors affecting mental health amongst young people.
- By studying this course, students will be able to identify and distinguish amongst widely prevalent disorders afflicting youth.

SYLLABUS OF GE-10

UNIT – I (12 Hours)

Mental Health Determiners in Youth – Ecological Model of Human Development; Risk Factors: Familial Dysfunction; Peer Pressure and Unpopularity; Academic and Career Related Stress; Bullying and Sexual Violence; Poverty and Discrimination; Media Saturation

UNIT – II (12 Hours)

Internalizing Problems amongst Youth – Signs and symptoms of Anxiety, Depression and Suicide, Eating Disorders (Anorexia Nervosa, Bulimia Nervosa), Gender Dysphoria, Self harm behaviours

UNIT – III (11 Hours)

Externalizing Problems amongst Youth – Crime and Delinquency, Signs and symptoms of Substance use disorder, Internet and Social Media addiction

UNIT – IV (10 Hours)

Positive Youth Development –5 C’s model of Positive Youth Development, Strategies of promoting Positive Youth Development

Tutorial Component – 15 Hrs.

Practical Component – NIL

Essential/recommended readings

Arnett, J.J. (2013). *Adolescence and emerging adulthood: A cultural approach*, 5th ed. New Jersey: Pearson

Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Theoretical models of human development* (pp. 793–828). New York, NY: Wiley.

Geldhof, G. J., Bowers, E. P., Mueller, M. K., Napolitano, C. M., Callina, K. S., Walsh, K. J., Lerner, J. V., & Lerner, R. M. (2015). The five Cs model of positive youth development. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 161–186). Springer International Publishing.

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 GE-11 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-11 Research Methods in Psychology	4	3	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Awareness of the basic terminology used in research and understanding the features of various types of researches undertaken.
- To educate students with the process and the methods of quantitative and qualitative research traditions.
- To equip students with research skills.
- Understanding the importance of conducting ethical research.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Demonstrate familiarity with research traditions, designs and methods
- Demonstrate ability to plan simple researches and state its requirements
- Demonstrate integrity and adherence to ethical values in approaching research work.

SYLLABUS OF GE-11

UNIT – I: Introduction (15 Hours)

What is research? Goals of research; Types/kinds of research; Consumers of research; The research process; Characteristics of good research; Ethics in research.

UNIT – II: Designs in Psychological Research (15 Hours)

Research traditions- quantitative, qualitative & mixed methods research; Research design and types - experimental, correlational, cross-sectional, longitudinal; Sampling- probability and non-probability sampling techniques.

UNIT – III: Techniques of Data Collection and Analysis (15 Hours)

Field Experiments, Survey; Interview, Observation, Case Study, Focus Group discussion, using secondary data; Listing techniques of data analysis - Descriptive, Inferential, Correlational, Content Analysis, Thematic & Discourse analysis.

Practical component – (30 Hours)

Any one practicum based on units II/ III and writing a report on it.

Tutorial Component – Nil

Essential/recommended readings

Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

Kumar, R. (2018). *Research Methodology: A Step-by-Step Guide for Beginners*. 5th Ed. Sage Publications.

Suggestive readings

Babbie, E. R. (2012). *The Basics of Social Research*. 7th Ed. Cengage Learning, Inc.

Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.

Flick, U. (2022). *An Introduction to Qualitative Research*. 7th Ed. Sage Publications Ltd., Thousand Oaks.

Mertens, D. (2020). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods* (5th Ed.). Sage Publications Ltd.

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