

Appendix-11
Resolution No. 38 {38-1 [38-1-1(4)]}



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DEPARTMENT OF PSYCHOLOGY
(APPLIED PSYCHOLOGY)
SEMESTER-II

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APPLIED PSYCHOLOGY

COURSES OFFERED BY DEPARTMENT OF PSYCHOLOGY

Category I

[UG Programme for Bachelor in APPLIED PSYCHOLOGY (Honours) degree in three years]

FIRST YEAR- SEMESTER 2

DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – : FOUNDATIONS OF INTELLIGENCE, PERSONALITY AND AFFECT

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-4: FOUNDATIONS OF INTELLIGENCE, PERSONALITY AND AFFECT	4	3	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Understanding and applying psychological determinants to everyday life events.
- Evaluating correct, logical, and unbiased inferences about human behaviour from empirical information and evidences.
- Learning to design, conduct, or evaluate basic psychological research based on individual differences ,affect and motivation.
- Demonstrating knowledge of ethical principles that influence psychologists in their research on individual differences.

- **Learning outcomes**

- The Learning Outcomes of this course are as follows:
- Demonstrate an understanding and knowledge of the focus of Differential Psychology/Individual Differences as a separate area of study along with a focus on motivation and emotion
- Demonstrate comprehension in their abilities to define, operationalize, and assess psychological constructs on which individuals differ as well as areas related to motivation and emotion.
- Display an understanding of how these aspects of individual differences, motivation and emotion are studied in the laboratory.

SYLLABUS OF DSC-4

UNIT – I (5 Weeks)

Intelligence:

- Defining Intelligence;
- Historical perspective;
- Hereditary, Environment and Intelligence;
- Theories: Psychometric approach, Cognitive processes approach, contemporary theories of R. Sternberg and H. Gardner;
- Emotional intelligence; Assessment of intelligence with group differences;
- Extremes of Intelligence: Giftedness and MR

UNIT – II (5 Weeks)

Personality:

- Defining Personality;
- Personality-environment interaction;
- Theories: Psychodynamic, phenomenological-humanistic, behavioural and social-cognitive, Trait Perspective;
- Biological basis of personality.
- Assessment of Personality

UNIT – III (5 Weeks)

Motivation & Emotion

- Perspectives on motivation: Instinct Theory of Motivation (McDougall), Psychodynamic and humanistic views, Maslow's theory, Self-determination theory;
- Types of Motives;
- Emotions: Nature: Cognitive and Physiological components;
- Bodily changes and Emotions;
- The facial expression of emotions and Display rules;
- Theories: The James-Lange Somatic theory, The Cannon-Bard Theory, , Schachter - Singer Theory.

Practical component (7 Weeks per practicum)

PRACTICAL: Any TWO test from the THREE units above.

Report writing in the APA style. Each practicum group will consist of 10-12 students.

Essential/recommended readings

- Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw- Hill
- Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013/latest). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgard's: Introduction to psychology. Wadworth : Cengage Learning

Suggestive reading

- Sibia, A., & Misra, G. (2011). Understanding emotion. Handbook of psychology in India, 286-298.
- Johnson, W. (2014) Developing difference. Palgrave Macmillan.

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

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): DEVELOPMENTAL PSYCHOLOGY

Credit distribution, Eligibility and Prerequisites 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-5: DEVELOPMENTAL PSYCHOLOGY	4	3	0	1	12 th Pass	Nil

Learning Objectives

- The Learning Objectives of this course are as follows:
- Assist students in understanding how developmental psychology plays a role in their own lives and future careers
- Connects students to current research and real-world application
- Through an integrated approach students gain the insight they need to understand, explain & apply key human development issues in Real life setting
- Describe ways that culture impacts development.
- Hands on training to students with the help of practical listed in the course

Learning outcomes

- The Learning Outcomes of this course are as follows:
- Critically evaluate theories of lifespan development
- Assess the biological cognitive, emotional and social factors that influence development
- Discuss methodological approaches used to study development
- Examine development issues of children and adolescent in the Indian context.

SYLLABUS OF DSC- 5

UNIT – I (5 Weeks)

Nature and Perspectives of Development: Understanding context: family, peers, school; research methods and designs (Longitudinal & Cross-Sectional). Physical development: patterns of growth from prenatal development to adolescence.

UNIT – II (5 Weeks)

Cognitive Development: Brief introduction to cognitive development: Piagetian, Vygotskian. Language development

UNIT – III (5 Weeks)

Emotional Development : Displaying, Recognizing & Interpreting Emotions; Attachment; Theories of Moral development (Kohlberg, Gilligan).

Practical component

- **PRACTICAL:** Any two practicals from the following list based on DSC05: Developmental Psychology. Each practical group will consist of 10-12 students.
- Assessment of cognitive or socio-emotional status with the help of standardized psychological tests.
- Field report: The interaction between individuals and contexts (family, school, peers, culture).
- Case study of an atypical individual.
- Field work: Visit to an NGO working in the area of issues of children/adolescents

Essential/recommended readings

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall. (Unit 3: Chapter 12)
- Feldman, R.S. & Babu, N. (2011). Discovering the life-span. New-Delhi: Pearson. (Unit 1: Chapter 1, 2 to 8)
- Kakar, S. (2012) The inner world: A psychoanalytic study of childhood and society in India (4th Ed.). New Delhi. Oxford University Press (Unit 3)
- Santrock, J.W. (2012). A topical approach to life-span development. New Delhi: Tata McGraw- Hill. (Unit 1 to 3)
- Shaffer, D.R. & Kipp, K. (2007). Developmental psychology: Childhood and Adolescence Indian reprint: Thomson Wadsworth (Unit 2 : Chapter 7 to 10, Unit 3: Chapter 11, 15 & 16)
- 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. (Unit 3)

Suggestive readings (if any)

- Georgas, J., John W. Berry., van de Vijver, F.J.R., Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). Family across Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.
- Patra, S (2022) .Adolescence in India : Issues ,Challenges & Possibilities .New Delhi: Springer

DISCIPLINE SPECIFIC CORE COURSE–6 (DSC-6):

SOCIAL AND GROUP PROCESSES

Credit distribution, Eligibility and Pre-requisites of the Course

Course title &	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/		

Code				Practice		(if any)
DSC-6: SOCIAL AND GROUP PROCESSES	4	3	0	1	12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the process of social interaction and human behaviour.
- Understand various processes and their implications in Indian society.
- Describe the cultural and personal diversities in India and their relationship with certain social problems in Indian context

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the importance of self and its implications for social relationships.
- Understand the dimensions of aggression in society and create harmonious relationships based on prosocial behaviour and non-violence.
- Describe and understand the social problems in the Indian context with respect to the role of groups and group dynamics.

SYLLABUS OF DSC-6

UNIT – I (5 Weeks)

Self and social influence:

Defining the self, sources of self-knowledge, social and cultural influences on self, social identity theory, social cognitive perspective of self (self-schema, self-schema clarity and complexity). Social influence, conformity, compliance and obedience.

UNIT – II (5 Weeks)

Social Interaction:

Interpersonal Attraction: meaning and nature of interpersonal attraction, Determinants of interpersonal attraction, Theories of interpersonal attraction; Prosocial Behaviour: Nature & determinants, Bystander effect, Theories of Prosocial Behaviour; Aggression: definition, causes, theories and reducing aggression (Indian perspective – Gandhi's Non-violence).

UNIT – III (5 Weeks)

Group Dynamics: (12 classes)

Group Dynamics: Definition, types of groups, formation, structural properties, group decision making, group think and group polarization, social loafing, social facilitation.

Practical component

Any 2 practicums either in lab and/or field based on DSC06: Social and Group Processes. Each practical group will consist of 10-12 students.

- Aronson, E., Wilson, T. D., Asch, S. E., & Turner, J. (1963). Social Psychology (10th ed.). Pearson India Education Services Pvt. Ltd.
- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology (12th ed.). Delhi, Pearson.
- Baumeister, R. F., & Bushman, B. J. (2013). Social Psychology & Human Nature. Wadsworth

Suggestive readings

- Hogg, M., & Vaughan, G. M. (2008). Social Psychology. Prentice Hall.
- Myers, D. G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw-Hill Pub Co.Ltd

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES B.A. (Hons.) Psychology & B.A. (Hons.) Applied Psychology First Year- Semester II

GENERIC ELECTIVES (GE-5): INDUSTRIAL AND ORGANIZATIONAL 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-5: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4	3	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the scope of organisational psychology
- Know about contemporary trends in industrial/ organisational behaviour
- Analyze motivational cycle
- To learn about theories of job satisfaction
- Examine varied theories and models of leadership
- To exhibit an experiential understanding of practical aspects of industrial/organisational psychology

Learning outcomes

The Learning Outcomes of this course are as follows:

- Developing knowledge of I/O Psychology, its nature, scope, trends and challenges.
- To develop a better understanding of the behaviour of the employees at workplace and how the factors like motivation, Job satisfaction and Leadership makes an organization effective and efficient

SYLLABUS OF GE-5

UNIT – I (3 Weeks)

Introduction: Definition of I/O, Nature and scope of I/O, Difference between Industrial and organizational psychology, Contributing disciplines to I/O, Brief understanding of Atharva Veda, Contemporary trends and challenges.

UNIT – II (4 Weeks)

Motivation and Job satisfaction: **Motivation:** Definition, Motivational cycle , types (Intrinsic and extrinsic); **Job satisfaction:** Elements of Job satisfaction, theories (Maslow's Hierarchy of Needs, McClelland's Need theory, Vrooms' Expectancy theory, Alderfer ERG theory, Frederick Herzberg Two Factor Theory, Locke's Value Theory, Adam's Equity Theory, Porter and Lawler's Expectancy Theory).

UNIT – III (5 Weeks)

Leadership: Definition of leadership, Contemporary theories (Transformational Leadership Theory, Transactional Leadership Theory, Charismatic Leadership Theory, Indigenous theories (Performance-maintenance theory, Nurturant task –participative model of leadership, consultative style of management and pioneering innovative theory of leadership)

Practical component (3 Weeks)

PRACTICAL: Any two of the following based on GE-5: Industrial and Organizational Psychology. Each Practical Group will consist of 10-12 students.

1. Test/ scales (topics mentioned in syllabus)
2. Business model analysis
3. Case study (leadership)
4. Experiential activities like Role Plays

Essential/recommended readings

- Greenberg & Baron, (2008). Behaviour in Organisation, 9th (Ed.) Pearson. (Unit 2: Chapter 4; Unit 3: Chapter 12)
- Luthans, F, Brett C. Luthans, Kyle W. (2015). Organizational behaviour: An evidence based approach, 13th Edition. McGraw Hill (Unit 2 : Chapter 2 & 13)
- Parikh, N. & Gupta, R. (2010). Organization Behaviour. Tata Mc.Graw Hill Education , New Delhi (Unit 2: Chapter 7 & Chapter 8; Unit 3: chapter 18 & 19)
- Prakash, A. (2011). Organizational behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), *Handbook of Psychology*, Oxford University Press.
- Robbins, S.P., Judge T.A. (2017) Essentials of Organizational Behaviour, Pearson Education. (Unit 1: Chapter 1, Unit 2: Chapter 7, Unit 3: Chapter 13)

Suggestive readings

- Sharma, S. (2015). Globalizing Indian Thought through Indian Management Knowledge Tree. *IIM Kozhikode society & Management Review*, 4(1), 1-14.

- Sinha, J.B.P. (1995). *Cultural Context of leadership and Power*. Sage Publications.

GENERIC ELECTIVES (GE-6: INTERGROUP RELATIONS)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE6: INTERGROUP RELATIONS	4	3	0	1	12th Pass	Nil

Learning Objectives

- The Learning objectives of this course are as follows:
- The course on intergroup relations shall facilitate in a non-psychology student an understanding of society as a whole, the frictions and fissures in humanity and the psychological bases for the same.
- The objective is to help students develop insights into their one's own needs for belongingness and differentiation as a precursor to these dynamics and conflicts.

Learning outcomes

- The Learning Outcomes of this course are as follows:
- To understand the socio-psychological underpinnings of group membership and relationship between groups
- To understand the psychological foundations of conflict between groups
- Learning to resolve inter-group conflicts and improving inter-group relations

SYLLABUS OF GE-6

UNIT – I (3 Weeks)

Groups and their Importance : Groups, types and importance, Intragroup - intergroup differences, discontinuity effects, inter-group relations

UNIT – II (4 Weeks)

Intergroup Interaction Approach: Realistic conflict theory, Robbers cave experiment (cooperation vs. competition), Social Identity theory, minimal group studies; Relative deprivation theory, Norm Violation theory

UNIT – III (5 Weeks)

Social and Cultural Aspects of Intergroup Relations: Cognitive biases & stereotypes, prejudice, Discrimination, social dilemma; inter-group conflicts and their types; consequences of conflicts (subtle and blatant forms); Case studies in Indian context.

UNIT – IV (3 Weeks)

Resolving Intergroup Conflicts: Contact based strategies, Cognitive strategies; Conflict Resolution (arbitration, negotiation, mediation etc.), Case Studies in Indian context.

Essential/recommended readings

- Baron, R.A., Branscombe, N.R., Byrne, D. & Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.
- Baumeister, R.F., & Bushman, B.J. (2013). Social Psychology & Human Nature. Wadsworth
- (chapter on prejudice and intergroup relations)
- Dunham, Y., Srinivasan, M., Dotsch, R., & Barner, D. (2014). Religion insulates ingroup evaluations: the development of intergroup attitudes in India. *Developmental science*, 17(2), 311–319. <https://doi.org/10.1111/desc.12105>
- Forsyth, D.R. (2009) Group dynamics. Broke/Cole: Wadsworth.
- Miller, N. & Breuer, M.B. (1996). Intergroup Relations (Mapping Social Psychology). Open University Press.
- Tripathi, R.C. (2009). Hindu Social Identities and Imagined Past. In A.K. Tiwari (Ed), *Psychological Perspectives on Social Issues and Human Development*. Concept Publishing Company.

Suggestive readings -

- Myers, D. Sehejpal, P., Behera, P. (2011). Social Psychology. McGraw Hill Education.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (1997). Social Psychology (9th ed.). Prentice-Hall, Inc.
- Franzoi, S.L. (2016) Social Psychology. 7th Edition, BVT Publishing, Redding, CA.

GENERIC ELECTIVES (GE-7): HEALTH AND WELL-BEING

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-7 : HEALTH AND WELL-BEING	4	3	1	0	12 th Pass	Nil

Learning Objectives

- The Learning Objectives of this course are as follows:
- To equip the learner about the components and theoretical basis of health and wellbeing and understanding the relationship between mind and body.
- To inculcate sensitivity to health related behaviors and ways of adopting them.
- To develop an understanding of how engaging in physical activity improves health and regulating emotions can impact wellbeing.
- To enable the learners develop skills to manage their health and wellbeing

Learning outcomes

- The Learning Outcomes of this course are as follows:
- Demonstrate an adequate knowledge of various components of health and theoretical basis of Health & Well-being.
- Developing an understanding health related behaviours and ways to engage in them for promoting health and wellbeing
- Evaluating the usefulness of physical activity and skills to regulate emotions in enhancing health and wellbeing.
- Displaying different kinds of skills to manage stress and techniques of relaxation.

SYLLABUS OF GE-7

UNIT – I (4 Weeks)

Conceptualizing Health and Wellbeing: defining Health & wellbeing, notion of Health & illness, Mind -body relationship, components & indicators of health & wellbeing, bio-psychosocial model of health

UNIT – II (4 Weeks)

Understanding Health behaviors: healthy behaviors-health belief model, stages of change model, compromising behaviors, eating behaviors.

UNIT – III (3 Weeks)

Enhancing Health & Well-being: Physical activity & Emotion regulation

UNIT – IV (4 Weeks)

Managing Health & Wellbeing: stress management -nature of stress, consequences in brief, relaxation techniques-meditation, yoga

Practical component (if any) - NIL

Essential/recommended readings

- Arora,M.K. and Sran,S.K (2017) Psychology of health and well-being , Book Age Publications: New Delhi, ISBN: 978-93-83281-71-8.
- Dalal,A.K.,&Misra,G.(2011).New Directions in Health Psychology.Sage
- DiMatteo,M.R.&Martin,L.R.(2002).Health Psychology:NewDelhi:Pearson.
- Khosla,M.(Ed.)(2022). Understanding the Psychology of Health and Well-being. Sage Texts, Delhi.ISBN 9789354794391
- Sarafino, E.P.(2013).Health psychology.7th Edition, Wiley.

Suggestive readings

- Taylor,S.E.(2012).Health Psychology(7th edition).New york: TataMcGraw Hill. publications.

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

GENERIC ELECTIVES (GE-8): SELF IN CONTEMPORARY SOCIETY

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-8 : SELF IN CONTEMPORARY SOCIETY	4	3	1	0	12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the concept of self both in the Western context and the Indian context.
- To delve into the understanding and processes of culture and self.
- To enable students to engage in how culture and identity interacts in a globalised and in a multicultural world.
- To understand the emerging digital world and its impact on self.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To help understand students with the need of understanding the self.
- To create an understanding of self in relation to diversity of culture, special focus on Indian perspectives of self.
- To expand an understanding of self as an emerging and evolving variable and being shaped by the current socio-cultural factors.

SYLLABUS OF GE-8

UNIT – I (4 Weeks)

Understanding Self : Self and Identity in Indian and Western approach; Indian approaches to understand self – Paranjpe's writings on Advaita Vedanta and it's comparison with Erikson's view. Western approaches to understand self: Winnicott - True and False self, Serena Chen - Relational self. Comparison between Indian Self and Western Self.

UNIT – II (3 Weeks)

Culture and self : Culture and the Self; Cultural variations of self and it's critique: Individualism-Collectivism, Independent and Interdependent self-construal; Cross-cultural case studies.

UNIT – III (4 Weeks)

Culture and Identity : Self in a globalized world: Individuality in Cultural Globalization, Identity Negotiation; Migration and Identity; Emerging issues: Bicultural identity, acculturation, identity confusion, and coping.

UNIT – IV (4 Weeks)

Self in a Digital World : Definition of Digital Self; Self in a digital world: The psychology of media use, Impact of digital technology (social media: WhatsApp, Youtube, Facebook, Instagram, Twitter, & Podcasts), Positive and Negative aspects of media.

Practical component (if any) - NIL

Essential/recommended readings

- Andersen, S. M., & Chen, S. (2002). The relational self: an interpersonal social-cognitive theory. *Psychological review*, 109(4), 619.
- Chen, C. P. (2016). Forming digital self and parasocial relationships on YouTube. *Journal of Consumer culture*, 16(1), 232-254.
- Chen, S., Boucher, H., & Kraus, M. W. (2011). The relational self. In *Handbook of identity theory and research* (pp. 149-175). New York: Springer.
- Dalal, A. K. (2019). *Wither Indian psychology?* New Delhi: Rawat Publications.
- Goldstein, S. B. (2019). *Cross-cultural explorations: activities in culture and psychology (3th ed)*. New York: Routledge.
- Erikson, E. H. (1951). *Childhood and society*. New York: Norton.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.
- Harris, R. J. & Sanborn, F. W. (2018). *A cognitive psychology of mass communication (6th ed)*. New York: Routledge.
- Hermans, H. J. M. & Hermans-Konopka, A. (2010). *Dialogical self theory: positioning and counter-positioning in a globalizing society*. (pp 1-81) New York: Cambridge University Press.
- Huynh, Q. L., Nguyen, A. M. D., & Benet-Martínez, V. (2011). Bicultural identity integration. In *Handbook of identity theory and research* (pp. 827-842). Springer, New York, NY.
- Iqani, M., & Schroeder, J. E. (2016). # selfie: Digital self-portraits as commodity form and consumption practice. *Consumption Markets & Culture*, 19(5), 405-415.
- Lifton, R. J. (1999). *The protean self: Human resilience in an age of fragmentation*. University of Chicago Press.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, 98(2), 224.
- Mishra, A. K., Akoijam, A. B. & Misra, G. (2009). Social psychological perspectives on self and identity. In G, Misra. (Ed), *Psychology in India* (pp. 53 - 104), ICSSR, New Delhi.
- Misra, G. (2011). *Handbook of Psychology in India*, New Delhi: Oxford University Press.
- Ozer, S. (2019). Towards a psychology of cultural globalisation: A sense of self in a changing world. *Psychology and Developing Societies*, 31(1), 162-186.
- Oyserman, D., Elmer, K., & Smith, G. (2012). Self, self-concept, and identity. In M. R. Leary & J. P. Tangney (Eds.). *Handbook of self and identity*. Ch.4. Pp. 69 - 104.(2nd Edn.). New York: The Guilford Press.
- Paranjpe A.C. (2000). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press. (Chapter 2 & 3)
- Salagame, K. (2013). Ego and ahankāra: Self and identity in modern psychology and Indian thought. *Foundations and Applications of Indian Psychology*.

- Sinha, J. B. P. (2002). Towards Indigenization of Psychology in India. In G. Misra. & A. K. Mohanty (Eds.). *Perspectives on Indigenous Psychology* (pp. 440-457). New Delhi: Concept Publishing Company
- Smith, P. B., Bond, M. H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures: living and working in a changing world*. London: Sage.
- Triandis, H. C. (1995). *Individualism and Collectivism* (1st ed.). New York: Routledge.
- Timotijevic, L., & Breakwell, G. M. (2000). Migration and threat to identity. *Journal of Community & Applied Social Psychology*, 10(5), 355-372.
- Vignoles, V. L., Owe, E., Becker, M., Smith, P. B., Easterbrook, M. J., Brown, R., Bond, M. H. (2016). Beyond the 'east-west' dichotomy: Global variation in cultural models of selfhood. *Journal of Experimental Psychology: General*, 145(8), 966-1000.
- Virupaksha, H. G., Kumar, A., & Nirmala, B. P. (2014). Migration and mental health: An interface. *Journal of natural science, biology, and medicine*, 5(2), 233-239.
- Winnicot, D. W. (1971) Vaughn, L. M. (2019). *Psychology and culture: thinking, behaving, and behaving in a global context*. New York: Routledge). *Playing and reality*. London: Tavistock.

Suggestive readings

- Hermans, H. J. M (1993). The dialogical self: beyond individualism and rationalism. *American Psychologist*, 47(1). 23-33.
- Hermans, H. J., & Dimaggio, G. (2007). Self, identity, and globalization in times of uncertainty: A dialogical analysis. *Review of general psychology*, 11(1), 31-61.
- Jensen, L. A. (2011). Navigating local and global worlds: Opportunities and risks for adolescent cultural identity development. *Psychological Studies*, 56(1), 62-70.
- Mascolo, F. M., Misra, G., & Rapisardi, C. (2004). Individual and relational conceptions of self in India and the United States. *New directions for Child and Adolescent development*, no. 104, Pp. 9-27.
- Rao, K. R. & Paranjpe, A. C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K. Printworld.
- Salagame, K.K.K., (2011b). Ego and *Ahamkāra*: Self and identity in modern psychology and Indian thought. In M. Cornelissen, and G. Misra (Eds.). *Foundations of Indian Psychology: Theories and concepts*. Pearson Education, New Delhi. Pp. 133-145.
- Sharma, S., & Sharma, M. (2010). Globalization, threatened identities, coping and well-being. *Psychological Studies*, 55(4), 313-322.

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