

B. A. (Hons) PSYCHOLOGY

The B.A. (Hons) course in Psychology aims at developing an understanding of the growing discipline of psychology and promoting skill based education. An important goal of this course is to facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of the contemporary world. The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions and the workplace and inculcate the required skills in the students to understand and respond to the same efficiently and effectively.

Pedagogy for teaching the B.A. (Hons) Course in Psychology

The teaching-learning of the course would be organized through lectures, tutorials, practicals, projects, presentations, workshops, seminars, experiential exercises, and hands on training. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Practicum is incorporated as an important component in many papers with hands on training in the use of various research methods such as laboratory experiments, field experiments, observation, psychological testing, survey, interview and case study. Use of ICT and mass media and web based sources (like documentaries, videos, films etc.) is highly recommended to make the teaching-learning process interactive, interesting and fruitful.

Evaluation

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 75: 25 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

NOTES:

Core papers:

Theory: 4 classes+1 student presentation per week

With Practicals: 2 practicum to be done in a practical paper

4 practical classes per week/per group

Each practical group will consist of maximum of 10 students

With Tutorials: 1 tutorial per paper per week per group

Each tutorial group will consist of 10 students

DSE papers:

Theory: 4 classes+1 student presentation per week

Practicals: 1 practicum to be done in a practical paper
2 practical classes per week/per group
Each practical group will consist of maximum of 10 students

Project/Disseration: 1 class per week

AEEC papers:

Theory: 2 classes per week+1 class per week for student presentation+1 class per fortnight to provide skill based learning to students through workshops and seminars.

GE Papers:

Theory: 3 classes +1 student presentation per week

Tutorials: 1 tutorial per paper per week per group

Each tutorial group will consist of maximum of 15 students

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- Please note that the reading list provided is not exhaustive and additions may be made to it.
- The latest editions of the books listed to be used.
- Continuous Evaluation through presentations/ projects/ tests

PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN

B.A. (HONS) IN PSYCHOLOGY

SEMESTER	CORE COURSE (14)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (AECC) (2) (SKILL BASED)	ELECTIVE DISCIPLINE SPECIFIC DSE (4)	ELECTIVE GENERIC (GE) (4)
I	C-PSY-01 Introduction to Psychology (Theory+ Practical)	Environmental Science			GE-1
	C-PSY-02 Biopsychology (Theory+ Tutorial)				
II	C-PSY-03 Psychology of Individual Differences (Theory+ Practical)	English Communication			GE-2
	C-PSY-04 Statistical Methods for Psychological Research-I (Theory+ Tutorial)				
III	C-PSY-05 Psychological Research (Theory+ Practical)		SEC-1		GE-3
	C-PSY-06 Development of Psychological Thought (Theory+ Tutorial)				
	C-PSY-07 Social Psychology (Theory+ Tutorial)				

IV	C-PSY-08 Statistical Methods for Psychological Research-II (Theory+ Tutorial)		SEC-2		GE-4
	C-PSY-09 Developmental Psychology (Theory+ Tutorial)				
	C-PSY-10 Applied Social Psychology (Theory+ Practical)				
V	C-PSY-11 Understanding Psychological Disorders (Theory+ Tutorial)			DSE-1	
	C-PSY-12 Organizational Behavior (Theory+ Practical)			DSE-2	
VI	C-PSY-13 Understanding and Dealing with Psychological Disorders (Theory+ Tutorial)			DSE-3	
	C-PSY-14 Counseling Psychology (Theory+ Practical)			DSE-4	

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 4) (2 in sem V and 2 in Sem VI):

DSE-PSY-01: Positive Psychology (Theory+ Practical)

DSE-PSY-02: Human Resource Management (Theory+ Practical)

DSE-PSY-03: Health Psychology (Theory+ Practical)

DSE-PSY-04: Community Psychology (Theory+ Practical)

DSE-PSY-05: Cultural and Indigenous Psychology (Theory+ Practical)

DSE-PSY-06: Project/Dissertation (6th semester)

ELECTIVE: GENERIC (GE) (Any 4, 1 each in sem 1, 2, 3 and 4):

GE-PSY-01: General Psychology (Theory+ Tutorial)

GE-PSY-02: Youth, Gender and Identity (Theory+ Tutorial)

GE-PSY-03: Psychology for Health and Well-being (Theory+ Tutorial)

GE-PSY-04: Psychology at Work (Theory+ Tutorial)

GE-PSY-05: Psychology and Media (Theory+ Tutorial)

GE-PSY-06: Inter-group Relations (Theory+ Tutorial)

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (Any 2: 1 in Sem III and 1 in sem IV):

AEEC-PSY-01: Emotional Intelligence (Theory+ Workshops/seminars)

AEEC-PSY-02: Stress Management (Theory+ Workshops/seminars)

AEEC-PSY-03: Effective Decision Making (Theory+ Workshops/seminars)

AEEC-PSY-04: Educational Psychology (Theory+ Workshops /seminars)

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CORE COURSES

SEMESTER I

C-PSY-01: INTRODUCTION TO PSYCHOLOGY

Objective: To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

1. Introduction: What is psychology? Perspectives on behaviour; Methods of psychology (special emphasis on experimentation); subfields of psychology; Psychology in modern India.

2 (a) Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement; Illusions.

(b) Thinking and Language: mental imagery, concepts, decision making; nature of language, language development.

3. Learning and Motivation: Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning strategies; Learning in a digital world; Self regulated learning; Perspectives on motivation, types of motivation, motivational conflicts.

4 (a) Memory: Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing, Forgetting, Improving memory.

(b) Emotions: Components, theories

Practicum:

Any 2 practicum pertaining to C-PSY-01 (Introduction to psychology) preferably experiments.

Readings:

Baron, R. & Misra. G. (2013). Psychology. Pearson.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

C-PSY-02: BIOPSYCHOLOGY

OBJECTIVES:

- To explore the biological basis of experience and behaviour.
- To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit 2: The Functioning brain: Structure, and functions of neurons; Neural conduction and synaptic transmission.

Unit 3: Organization of nervous systems: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

Unit 4: Endocrine System: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

Readings:

1. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

2. Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.

3. Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.

4. Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.
5. Rozenweig, M. H. (1989). *Physiological Psychology*. New York: Random

SEMESTER II

C-PSY-03: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Objective: To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

1. Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological-humanistic, Trait and type.

2. Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence.

3. Indian approach: Self and identity in Indian thought.

4. Enhancing individual's potential: Motivation: Intrinsic motivation and Self-determination theory; Enhancing cognitive potential, Self regulation and self enhancement; Fostering creativity.

Practicum: Two psychological tests (one based on Intelligence and one based on personality).

Readings:

1. Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi.
2. Carr, A. (2011): *Positive psychology*. Routledge.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
4. Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). *Foundations of Indian Psychology, Vol 1*. Pearson.
5. Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.
6. Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). *Bridging learning: Unlocking cognitive potential in and out of the classroom*. Corwin.
7. Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

C-PSY-04: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

Objective: To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.

UNIT 1:

1. Introduction

Psychological Research & Statistics; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales.

2. Frequency Distributions, Percentiles, and Percentile Ranks

Organizing Qualitative Data; Constructing a grouped frequency distribution, a relative frequency distribution and a cumulative frequency distribution; Computation of Percentiles and Percentile Ranks.

UNIT 2:

3. Graphic Representation of Data

Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors Affecting the Shape of Graphs.

4. Measures of Central Tendency

The Mode; The Median; The Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean; Central Tendency Measures in Normal and Skewed Distributions; The Effects of Linear Transformation on Central Tendency Measures.

UNIT 3:

5. Measures of Variability and Standard (z) Scores

The Range; The Interquartile and the Semi-Interquartile Range; The Average Deviation; The Variance; The Standard Deviation; Calculation of Standard Deviation from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Variability; The Effect of Linear Transformation on Variability Measures; Standard Scores (z-score); Properties of z-scores.

6. The Normal Distribution

The Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding areas when the score is known; The Standard Normal Curve: Finding scores when the area is known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).

UNIT 4:

7. Correlation

The Meaning of Correlation; Historical Perspective; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores; Calculating Pearson's Correlation Coefficient from Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions Concerning Correlation Coefficients.

8. Random Sampling and Sampling Distributions

Random Sampling; Using a Table of Random Numbers; The Random Sampling Distribution of the Mean: An Introduction; Characteristics of the Random Sampling Distribution of the Mean; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values of Sample Mean; Random Sampling With and Without Replacement.

Reading List:

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4th Ed.) India: Pearson Education, Prentice Hall.

Chadha, N.K. (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi.

Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.

Howell, D. (2009) *Statistical methods for Psychology*.

King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the behavioral Sciences* USA: John Wiley & Sons.

Mangal, S.K. (2012). *Statistics in Psychology & Education*. 2nd Edition. New Delhi: PHI learning Pvt. Ltd.

SEMESTER III

C-PSY-05: PSYCHOLOGICAL RESEARCH

Objective: To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

UNIT 1

Basics of Research in Psychology

What is Psychological Research? The Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research.

Research Traditions

Quantitative and Qualitative Orientations towards Research and their Steps; Comparing Qualitative and Quantitative Research Traditions; Formulating a Problem and Developing a Testable Research Question / Research Hypothesis.

UNIT 2

Experimental Method

Introduction to Experimental and Quasi-experimental Methods.

Methods of Data Collection

Sampling; Probability Sampling Methods and Non Probability Sampling Methods.

UNIT 3

Non Experimental Methods (I)

Case Study; Observation; Surveys, Focus Group Discussion, Interviews.

UNIT 4

Non Experimental Methods (II)

Psychological Testing: Standardization; Reliability, Validity and Norms of a Psychological Test; applications

Practicum: The students are required to conduct two practicals, one from each of the following groups.

1. Experiment / Psychological testing

One experiment based on group data analysis

One psychological test based on group data analysis

2. Qualitative Research Methods

Interview

Observation

Projective / Semi Projective Tests

Case Study

Reading List:

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

Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.

Murphy, K.R. & Davidshofer, C. O. (2004). *Psychological Testing: Principles & Applications (6th Ed.)* New Jersey: Prentice Hall.

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)* Boston: Pearson Education.

Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method.* Philadelphia : Open University Press.

C-PSY-06: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

OBJECTIVES:

- This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.
- Review the development of psychological thought and introduce the issues and debates in contemporary psychology.

Unit 1 – Understanding Psyche: Debates and Issues

(a) Free will and determinism

(b) Empiricism and rationality

(c) Issues of Consciousness and Mind Body Relationship

*(*Each of these debates and issues to be dealt with from the point of view of an East-West Comparison; Eastern perspective will include Yoga & Vedantic view)*

Unit 2 – (a) Early Schools of Psychology: Associationism, Structuralism and Functionalism (*Brief Introduction*)

(b) Positivist Orientation: From behaviorism to cognition: Key contributions of Watson, Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model.

Unit 3 - Psychoanalytic and Humanistic-Existential Orientation

Freudian Psychoanalysis, The turn towards 'social' – Adler, Jung, Fromm, Ego psychology – Erik Erikson, Object relations; Cultural psychoanalysis (Sudhir Kakar), contributions of Phenomenologically oriented humanistic and existential thinkers.

Unit 4 - Contemporary Developments

Feminism and social constructionism.

READINGS:

Benjamin Jr. (2009). *A History of Psychology: Original Sources & Contemporary Research* 3rd Edn. Blackwell Publishing.

Feist & Feist. *Theories of Personality* Mc Graw Hill Higher Education.

King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context.* (4th Ed.). Pearson education.

Kurt Pawlik, Gery D'ydewalle (2006). *Psychological Concepts: An International Historical Perspective.* Taylor Francis Group.

Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.

Mc Adams (2000). *The Person: An Integrated Introduction to Personality Psychology* John Wiley

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

St. Clair, Michael. (1999). *Object Relations and Self-Psychology: An Introduction.* Wadsworth Publishing Company.

Schultz & Schultz (1999). *A History of Modern Psychology.* Harcourt College Publishers/ Latest edition available.

Wolman, B.B. (1979). *Contemporary theories & systems in psychology.* London: Freeman Book Co.

C-PSY-07: SOCIAL PSYCHOLOGY

Objective:

- Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society

- Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.

Unit I: Psychology of the Social: The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology; Areas of application: Health, Law, Workplace. Social psychology and sustainable future.

Unit II: Understanding and evaluating the social world: Self and its processes: Self concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change.

Unit III: Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, Aggression, Social influence.

Unit IV: Group Dynamics and inter-group relations: Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter-group conflict, Intervention techniques.

Readings:

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.

Chadha, N.K. (2012). *Social Psychology*. MacMillan: New Delhi

Deaux, K & Wrightsman, L. (2001). *Social Psychology*. California: Cole Publishing

Kassin, S., Fein, S., & Markus, H.R. (2008). *Social psychology*. New York: Houghton Mifflin.

Misra, G. (2009). *Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research)*. New Delhi: Pearson.

Myers, D.G. (2008). *Social psychology* New Delhi: Tata McGraw-Hill.

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

SEMESTER IV

C-PSY-08: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

Objective: To educate students with the techniques of inferential statistics and hypothesis testing.

UNIT 1

Introduction to Inferential Statistics and Hypothesis Testing about Single Means

The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about Single Means (z and t); Assumptions in Testing a Hypothesis about a Single Mean; The Null and the Alternative Hypotheses; Choice of H_A : One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; Hypothesis Testing about a Single Mean – Calculation; The Statistical Decision regarding Retention and Rejection of Null Hypothesis; Estimating the Standard Error of the Mean when σ Is Unknown; The t Distribution; Characteristics of Student's Distribution of t ; Computing t Using Definitional Formula Only; Levels of Significance versus p -Values.

Interpreting the Results of Hypothesis Testing

A Statistically Significant Difference versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test.

UNIT 2

Hypothesis Testing About the Difference Between Two Independent Means

The Null and Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Determining a Formula for t ; Testing the Hypothesis of No Difference between Two Independent Means; Use of a One-Tailed Test; Assumptions Associated with Inference about the Difference between Two Independent Means

Hypothesis Testing About the Difference Between Two Dependent (Correlated) Means

The Null and Alternative Hypotheses; Determining a Formula for t ; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.

UNIT 3

Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA)

The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only; Comparison of t and F .

Hypothesis Testing for Categorical Variables and Inference about Frequencies

The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

UNIT 4

Nonparametric Approaches to Data

Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests.

Introduction to SPSS

Getting Started with SPSS; Uses of SPSS in Statistics and Research.

Reading List:

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall .

N.K. Chadha (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi

Coakes, S. J., Steed, L., & Ong, C. (2009). *SPSS: Analysis Without Anguish Using Version 16.0 for Windows*. Milton, QLD: Wiley Students Edition.

Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi :Sage.

King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed). USA: John Willey.

Siegal, S. (1956). *Nonparametric Statistics*. NY: McGraw Hill

C-PSY-09: DEVELOPMENTAL PSYCHOLOGY

Objectives:

1. To equip the learner with an understanding of the concept and process of human development across the life span

2. To impart an understanding of the various domains of human development
3. To inculcate sensitivity to socio-cultural context of human development

UNIT 1: Introduction

- a) Concept of Human Development
- b) Theories, themes and research designs

UNIT 2: Periods of Life Span Development

- a) Prenatal development
- b) Birth and Infancy
- c) Childhood
- d) Adolescence
- e) Adulthood

UNIT 3: Domains of Human Development

- a) Cognitive development: perspectives of Piaget and Vygotsky
- b) Language development
- c) Physical development
- d) Emotional development
- e) Moral development
- f) Personality development

UNIT 4: Socio-Cultural Contexts for Human Development

- a) Family
- b) Peers, Media & Schooling
- c) Human Development in the Indian context

Reading List:

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

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012). *Life Span Development* (13th ed) New Delhi: McGraw Hill.

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.

C-PSY-10: APPLIED SOCIAL PSYCHOLOGY

Objective: To help student understand social problems and gain knowledge about intervention strategies.

1. Introduction: Nature of applied Social Psychology, Social influences on behaviour, Levels of analysis, Methodological approaches – Participatory Action and Learning research techniques.

2. Applying Social Psychology-I: Environment, population, diversity

3. Applying Social Psychology-II: work, health, legal system

4. Intervention and Evaluation: Impact analysis; Process of intervention; need for evaluation for effective programme. Case studies in Indian context.

Practicum: The students will conduct two practicum based on topics in C-PSY-10.

Readings

1. Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.
2. Mikkelson, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.
3. Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.
4. Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.

SEMESTER V

C-PSY-11: UNDERSTANDING PSYCHOLOGICAL DISORDERS

Objectives:

- The paper aims at providing an overview about the concept of abnormality and the clinical picture and dynamics of various psychological disorders. This will sensitize the students to information on psychopathology and dispel myths regarding it.

Unit 1 – Understanding abnormality

Definition and criteria of abnormality, classification (latest edition of DSM & ICD), Clinical Assessment, Diathesis Stress Model

Unit 2 - Clinical States

- (a) Anxiety disorders – Phobias, Obsessive Compulsive Disorder, Generalized Anxiety Disorder (Clinical Picture and Dynamics of anxiety disorders)
- (b) Conversion Disorder (Clinical Picture and Dynamics)
- (c) Dissociative Identity Disorder (Clinical Picture and Dynamics)

UNIT 3: Developmental Disorders (Clinical Picture and Dynamics)

Mental Retardation, Autism, ADHD, and Learning Disabilities

UNIT 4: Substance related disorders and eating disorders

- a) Substance-Related Disorder: Alcohol abuse and Drug abuse (clinical picture and causes)
- b) Eating disorder: Anorexia Nervosa and Bulimia Nervosa

Readings:

Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.

Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.

Brewer, K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.

Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi : Cengage learning.

Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). *Abnormal Psychology* (11th Ed.). NY: John Wiley.

C-PSY-12: ORGANIZATIONAL BEHAVIOUR

Objectives:

- To develop an awareness of the concepts related to organizational behavior.
- Help the students develop connectivity between concepts and practices of organizations.

Unit 1: Introduction

- a. Historical antecedents of Organizational Behaviour
- b. Contemporary Trends and Challenges
- c. Organizational Behavior : Challenges in the Indian Setting

Unit 2: Individual level processes

- a. Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour
- b. Work Motivation
 - i Early theories: Maslow, McClelland, Two factor
 - ii Contemporary theories: Goal setting, Equity, Expectancy
 - iii Applications: Job Characteristics Model, Job redesign, MBO

Unit 3: Dynamics of Organizational Behavior

- a. Organizational Culture
- b. Power and Politics: Influence, empowerment, sexual harassment, organizational politics.
- c. Positive Organizational Behavior

Unit 4: Leadership

- a. Basic approaches: Trait theories, Behavioral theories, Contingency theories
- b. Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles, Challenges to the leadership construct
- c. Indian perspective

PRACTICUM: Any two practicum based on topics in C-PSY-12

Readings:

- Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
- Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
- Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi : Biztantra publishers.
- Landy, F.J. & Conte, J.M. (2007) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York : Wiley Blackwell.
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.
- Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.
- Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior(12th Ed). New Delhi: Prentice Hall of India.
- Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008) Organizational Behavior (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
- Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley
- Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage.

SEMESTER VI

C-PSY-13: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Objective:

- Help students develop an understanding of the clinical picture and dynamics of psychological disorders.
- To introduce the therapeutic interventions for the various psychological disorders.

UNIT1: Schizophrenia: Clinical Picture, causal factors and subtypes

UNIT2: Mood Disorders: Clinical Picture, causal factors and subtypes; suicide

UNIT3: a) Personality Disorders (Clinical Picture and Dynamics): Antisocial Personality Disorder and Borderline Personality Disorder

b) Sexual Disorders (Clinical Picture): Gender Identity Disorder, Paraphilia - Pedophilia, Voyeurism, Exhibitionism, Sexual Masochism, Sexual Sadism

UNIT4: Treatment of disorders:

a) Biological treatment: Pharmacotherapy and Electroconvulsive therapy

b) Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive-Behaviour therapy.

Readings:

Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.

Bennett,P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.

Brewer,K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers

Carson, R.C., Butcher,J.N.,Mineka,S.& Hooley,J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.

Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi : Cengage learning.

Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). *Abnormal Psychology* (11th Ed.).NY: John Wiley.

Plante, T.G. () *Contemporary Clinical Psychology* John Wiley & Sons.

Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) *Abnormal Psychology : Current Perspectives*. McGraw Hill

C-PSY-14: COUNSELLING PSYCHOLOGY

Objectives:

- To develop an understanding of basic concepts, processes, techniques of Counselling.
- To acquaint the learner with the challenges of Counselling.

Unit 1: Introduction

- a) Meaning and goals
- b) Counselling as a profession: training, skills and ethics
- c) The effective counsellor: personality and self of the counsellor
- d) Counselling process and relationship

Unit 2: Techniques of Counselling

- a) Psychoanalytic techniques
- b) Humanistic approaches
- c) Behavioral techniques
- d) Cognitive techniques

Unit 3: Counselling Applications

- a) Child Counselling
- b) Family Counselling
- c) Career Counselling
- d) Crisis intervention: suicide, grief and sexual abuse

Unit 4: Contemporary Trends

- a) Indian approaches: yoga and meditation
- b) Counselling and technology
- c) Expressive techniques: art, music, dance.

Practicum: Any two practicum based on topics in C-PSY-14.

Readings:

Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8thEd.) Philadelphia: Mosby

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown

Burnard, P. (2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi.

Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.

Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage

Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.

Hackney, H.L. (2012). *The Professional Counselor: A process guide to helping*. Pearson

Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, Second Edition, Sage, South Asia Edition

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.

Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning

Udapa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

ELECTIVE: DISCIPLINE SPECIFIC DSE

Any 4 from the following list (2 in Sem V and 2 in Sem VI):

DSE-PSY-01: POSITIVE PSYCHOLOGY

Objective: To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

UNIT 1: Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

UNIT 2: Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

UNIT 3: Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

UNIT 4: Applications: Work, education, ageing, health

Practicum: Any one practicum can be designed from the syllabus so as to enhance the understanding of the concepts and applications of positive psychology.

Reading List:

Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.

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

Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.

Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.

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

Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

DSE-PSY-02: HUMAN RESOURCE MANAGEMENT

Objective: To help students understand the various processes and issues inherent in organizations related to human resources.

UNIT 1: Introduction to Human Resource Management (HRM):

Personnel management, HRM and HRD, Context and issues in HRM

UNIT 2: Human Resource Practices

Job analysis; Recruitment and selection; Training; Performance evaluation

UNIT 3: International human resource management (IHRM)

The context of Globalization, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise, Selection of international assignees; Expatriate failure, Cross-cultural training.

UNIT 4: Organizational change and development:

Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group).

Practicum: Students would be required to complete 1 practicum from any of the topics discussed in DSE-PSY-02.

Reading List:

Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.

Bhatnagar, J. & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International human resource management: Policies and practices for multinational enterprises (3rd Ed). New York: Routledge.

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

DeCenzo, D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.

Harzing,A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.

Jex, S.M. & Britt, T.W. (2008) Organizational Psychology: A Scientist- Practitioner Approach. 2nd ed. John Wiley and sons Inc. New York.

Luthans,F. (2010) Organizational Behaviour. 12th Edition. McGraw Hill.

Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press

Pareek,U. (2010) Understanding Organizational Behaviour. Oxford: Oxford University Press.

Robbins, S.P., Judge T.A. and Sanghi, S. (2009) Organizational Behaviour. 13th ed. Pearson Education , Inc.

Schlutz,D. and Schultz, S.E. (2006) Psychology and Work Today. 9th ed. New Jersey, Pearson Education Inc.

DSE-PSY-03: HEALTH PSYCHOLOGY

Objective: To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

UNIT 1: Introduction: Introduction to Health Psychology; components of health: social, emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychosocial model of health.

UNIT 2: Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

UNIT 3: Stress: Nature, Sources, Effects of stress on physical and mental health; Coping and stress management.

UNIT 4: Health Management:

Health-enhancing behaviors: Exercise, Nutrition, safety, managing and controlling pain. Health Protective behaviours, Illness Management.

Practicum: Any 1 practicum pertaining to the syllabus.

Readings:

Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.

Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.

Misra,G. (1999).Stress and Health. New Delhi: Concept.

Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

DSE-PSY-04: COMMUNITY PSYCHOLOGY

Objective: To learn the link between individuals and communities and deal with social issues more effectively with people's participation.

1. Introduction: Definition of community psychology; types of communities; models.

2. Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

3. Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

4. Interventions: community development and empowerment; case studies in Indian context.

Practicum: One practicum on any of the topics covered in DSE-PSY-04

Readings:

Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006). Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967

Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.

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

McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.

Poland, B. D., Green, L.W. & Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

DSE-PSY-05: CULTURAL AND INDIGENOUS PSYCHOLOGY

Objective: To understand the role of culture in understanding behavior and exploring psychological insights in the Indian thought traditions.

1. Cultural Processes:

Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences, methods of studying cultural psychology.

2. Culture, Self and Others:

Who am I and Who are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.

3. Intercultural Contacts: Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.

4. Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.

Practicum: Students to do any 1 practicum from DSE-PSY-05

Readings:

1. Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
2. Chiu, C., & Hong, Y. (2006). Social Psychology of Culture. New York: Psychology Press.
3. Jain, U. (2002). An Indian perspective on emotions. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.
4. Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.
5. Roa, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol, 1. New Delhi: Pearson.
6. Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 440-457. New Delhi: Concept Publishing Company.
7. Smith, P.B., Bond, M. H., & Kagitcibasi, C. (2006). Understanding Social Psychology across cultures: Living and working in a changing world. London: Sage.

DSE-PSY-06: PROJECT/ DISSERTATION

Objectives - Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Reference – Latest APA manual for dissertation.

Evaluation: Viva jointly by one internal and one external examiner.

ELECTIVE: GENERIC (GE)

GE-PSY-01: GENERAL PSYCHOLOGY

OBJECTIVE:

- Provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

UNIT 1: ORIENTATION TO PSYCHOLOGY

- a) Nature, fields and applications of psychology
- b) Cognitive Processes: Learning, memory and problem solving
- d) Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives)
- e) Affective Processes: Emotion, Positive and negative emotion

UNIT 2: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

- a) Theories of personality: Freudian psychoanalysis, type and trait ; humanistic
- b) Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner
- c) Emotional intelligence
- d) Assessment of intelligence and personality

UNIT 3 – UNDERSTANDING DEVELOPMENTAL PROCESSES

- a) Cognitive Development – Piaget
- b) Moral Development – Kohlberg
- c) Psycho-social Development – Erikson

UNIT 4: APPLICATIONS OF PSYCHOLOGY

- a) Work
- b) Law
- c) Health

Readings:

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman.S.R.(2009).Essentials of understanding psychology (7th Ed.) New Delhi : Tata Mc Graw Hill.

Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham:Open University Press.

Michael, W., Passer, Smith,R.E.(2007). Psychology The science of mind and Behavior. New Delhi :Tata McGraw-Hill.

GE-PSY-02: YOUTH, GENDER AND IDENTITY**Objectives:**

- To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

Unit 1: Introduction

- a. Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b. Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- c. Concepts of Identity: Multiple identities

Unit 2: Youth and Identity

- a. Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b. Peer group identity: Friendships and Romantic relationships
- c. Workplace identity and relationships
- d. Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity

- a. Issues of Sexuality in Youth

- b. Gender discrimination
- c. Culture and Gender: Influence of globalization on Gender identity

Unit 4: Issues related to Youth, Gender and Identity

- a. Youth, Gender and violence
- b. Enhancing work-life balance
- c. Changing roles and women empowerment
- d. Encouraging non-gender stereotyped attitudes in youth

Readings:

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

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). *Social Psychology* (12th Ed).New Delhi: Pearson.

GE-PSY-03: PSYCHOLOGY FOR HEALTH AND WELL-BEING

Objective – To understand the spectrum of health and illness for better health management.

UNIT 1 – Illness, Health and Well being

Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being.

UNIT 2 – Stress and Coping

Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

UNIT 3 – Health Management

Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

Unit 4 – Human strengths and life enhancement

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

References –

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

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson.

Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.

Hick, J.W. (2005). *Fifty signs of Mental Health.A Guide to understanding mental health*. Yale University Press.

Misra,G. (1999).*Stress and Health*. New Delhi: Concept.

Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions (4th Ed.)*.NY: Wiley.

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

Taylor, S.E. (2006). *Health psychology, 6th Edition*. New Delhi: Tata McGraw Hill.

GSE-PSY-04: PSYCHOLOGY AT WORK

Objectives:

- To understand the meaning and theoretical foundations of I/O Psychology
- To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

Unit I: Introduction to I/O Psychology

Definition, Brief History, Contemporary Trends and Challenges, I/O Psychology in India.

Unit II: Job Satisfaction and Work Motivation

Concept of Job satisfaction and work motivation, causes of Job Satisfaction, outcomes of Job Satisfaction, Theories of Work Motivation and Applications

Unit III: Communication in Organizations

Communication process, purpose of communication in organizations, communication networks, barriers to effective communication, managing communication

Unit IV: Leadership

The meaning of leadership, early approaches to leadership, contemporary approaches to leadership-Transformational & Transactional Leadership; Leadership in a Globalized World, Indian perspective on leadership.

Reading List:

Adler, N.J. (1997). Global Leaders; A Dialogue with future history, *Journal of International Management*, 2, 21-33.

Adler, N.J. (1997). Global Leadership: Women Leaders. *Management International Review*, Vol. 37, *International Human Resources and Cross Cultural Management*, 171-196.

Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

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

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. Biztantra publishers

Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior*. 12th Edition. New Delhi: Prentice Hall of India.

Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9th Edition. New Delhi: Prentice Hall of India.

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

GE-PSY-05: PSYCHOLOGY AND MEDIA

Objective: To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

UNIT I: Media and User: understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation.

UNIT II: Media and advertising: Developing an effective advertising programme /media promotions/ campaigns for social marketing. Case studies in the Indian context.

UNIT III: Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, violence, and cybercrime. Case studies in the Indian context.

UNIT IV: Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction. Case studies in the Indian context.

References:

Dill, K.E. (2009). *How Fantasy becomes Reality Seeing Through Media Influence*. New York: Oxford University Press.

Giles, D. (2003). *Media Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.

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

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

Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. NY: Taylor & Francis Group.

Kirsh, S.J. (2006). *Children Adolescents and Media Violence*. New York: Sage.

Montgomery, K.C. (2007) *Generation Digital*. MIT Press.

Wood, R.N. (1983). *Mass Media and Individual*. Minnesota: Woods.

GE-PSY-06: INTER-GROUP RELATIONS

Objective: To understand the significance of healthy inter-group relations for the society and learn the strategies of resolving intergroup conflicts.

1. Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

2. Social categorization and conflict: Ingroup vs. outgroup; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.

3. Cultural aspects of intergroup relations: Social identity, Stereotypes, case studies in the Indian context.

4. Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies.

Readings:

1. Baron, R.A., Branscombe, N.R, Byrne,D. & Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.
2. Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.
3. Smith, P.B., Bond, M.H & Kagitcibasi, C.(2006) Understanding social psychology across culture. New Delhi : Sage Publications.
4. Zorsyth, D.R. (2009) Group dynamics.Broke/Cole: Wadsworth .

ABILITY ENHANCEMENT ELECTIVE COURSE (AECC) (SKILL BASED)

(Any 2 of the following: 1 in Sem III and 1 in sem IV):

AEEC-PSY-01: EMOTIONAL INTELLIGENCE

Objective: To understand the concept of emotional intelligence and learn ways of developing it.

Unit 1: INTRODUCTION:

- Emotional Intelligence
- Models of Emotional Intelligence
- EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills
- Importance of Emotional Intelligence

Unit 2: KNOWING ONE'S AND OTHERS' EMOTIONS

- Levels of emotional awareness
- Recognizing emotions in oneself
- The universality of emotional expression
- Perceiving emotions accurately in others

Unit 3: MANAGING EMOTIONS

- The relationship between emotions, thought and behaviour
- Techniques to manage emotions

UNIT 4: APPLICATIONS

- Workplace
- Relationships
- Conflict Management

- Effective Leadership

Readings:

Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

Singh, D. (2003). *Emotional intelligence at work (2 nd ed.)* New Delhi: Response Books.

AEEC-PSY-02: STRESS MANAGEMENT

Objective: In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

Unit 1: Stress: Introduction, Nature, symptoms, sources of stress: environmental, social, physiological and psychological.

Unit 2: Stress and health: effects of stress on health, eustress

Unit 3: Managing stress-I: Methods - yoga, meditation, relaxation techniques.

Unit 4: Managing stress-II: Problem focused and emotion focused approaches.

Readings:

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

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson

Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions (4th Ed.)*.NY: Wiley.

AEEC-PSY-03: EFFECTIVE DECISION MAKING

Objective: Students will learn various strategies which will enable them to make good decisions in life.

Unit 1: Introduction: What is decision making? Importance of making good decisions.

Unit 2: Decisions regarding career: Discovering self and creating a healthy acceptance of self; Learning to connect with self with vocational choices/career.

Unit 3: Decision making in interpersonal context: Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions.

Unit 4: Decision making at the workplace: developing competencies and skills required for effective decision making.

Readings:

Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth Cengage Learning, India

Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi.

Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). Developing soft skills. Pearson Education, India.

AEEC-PSY-04: EDUCATIONAL PSYCHOLOGY

Objective: To understand the applications of psychology in the area of education.

Unit I: Introduction to Educational Psychology

- a. Nature, scope & relevance of Educational Psychology
- b. Conceptual and Theoretical Perspectives in Educational Psychology:
Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives,
Constructivism

Unit 2: Human Diversity and Education

- a. Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality

- b. Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

Unit 3: Effective Teaching and Classroom Management

- a. Characteristics of Effective Teachers
- b. Teaching Methods & Issues related to Technological Advances
- c. Classroom Management

Unit 4: Exceptionality and Special Education

- a. Conceptualizing Exceptionality: Categorization, Labelling and its educational implications
- b. Responsibilities of Teachers towards learners with Special Needs

Readings:

Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.

Slavin, R. (2008). *Educational psychology: Theory into practice*, (9th ed.). Boston: Allyn and Bacon.

Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.

Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.

Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

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