

## B.A. (HONS.) PSYCHOLOGY

### Category I

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

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

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

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

| Course Title & Code                                                  | Credits | Credit Distribution of the Course |          |                     | Eligibility Criteria           | Pre-requisite of the Course (if any)         |
|----------------------------------------------------------------------|---------|-----------------------------------|----------|---------------------|--------------------------------|----------------------------------------------|
|                                                                      |         | Lecture                           | Tutorial | Practical/ Practice |                                |                                              |
| DSC - 13<br>PERSPECTIVES<br>IN MENTAL AND<br>BEHAVIORAL<br>DISORDERS | 4       | 3                                 | 0        | 1                   | Class 12 <sup>th</sup><br>Pass | Basic<br>knowledge<br>of Mental<br>Disorders |

#### Learning Objectives

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

#### Learning Outcomes

After doing this course the student will be able to:

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

#### SYLLABUS OF DSC-13

#### UNIT – I

(15 hours)

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

## UNIT – II

(18 hours)

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

## UNIT – III

(12 hours)

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

## Practical Component

(30 hours)

### Suggestive Practicals

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

**Tutorial Component : Nil**

### Essential/Recommended Readings

- Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.
- Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.
- Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.
- Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

### **Suggestive Readings**

- Das, J.P. (2020). *Reading difficulties & dyslexia: Essential concepts and programs for improvement*. SAGE Publications India Pvt. Ltd.
- Gururaj, G. et. al. (2016) *National mental health survey of India, 2015-16: Prevalence, patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.
- Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE Publications India Pvt. Ltd.
- Kapoor, S. & Jena, S.P.K. (2013). Emotional expression and self-concept of children with learning disabilities. *Indian Journal of Clinical Psychology*, 40 (2), 155-158.
- Singh, A.K. (2016). *Modern abnormal psychology*. (Hindi), Motilal Banarsidass Pvt Ltd.

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

**DISCIPLINE SPECIFIC CORE COURSE DSC-14 CHILD AND ADOLESCENT DEVELOPMENT**

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

| Course Title & Code                                | Credits  | Credit Distribution of the Course |          |                     | Eligibility Criteria                  | Pre-requisite of the Course (if any)              |
|----------------------------------------------------|----------|-----------------------------------|----------|---------------------|---------------------------------------|---------------------------------------------------|
|                                                    |          | Lecture                           | Tutorial | Practical/ Practice |                                       |                                                   |
| <b>DSC-14<br/>CHILD AND ADOLESCENT DEVELOPMENT</b> | <b>4</b> | <b>3</b>                          | <b>0</b> | <b>1</b>            | <b>Class 12<sup>th</sup><br/>Pass</b> | <b>Basic knowledge of Introductory Psychology</b> |

**Learning Objectives**

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

**Learning Outcomes**

After doing this course the student will be able to:

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

**SYLLABUS OF DSC-14**

**UNIT - I**

**(9 hours)**

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

**UNIT - II**

**(18 hours)**

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

### UNIT - III

(18 hours)

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

### Practical Component:

(30 hours)

#### Suggestive Practicals

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

**Tutorial Component:** Nil

#### Essential/Recommended Readings

- Belsky, J. (2022). *Experiencing the lifespan* (6th ed.). New York: Worth Publishers Macmillan Learning.
- Berk, L. E. (2010). *Child development* (9th ed.). New Delhi: Prentice Hall.
- Feldman, R.S. & Babu, N. (2023). *Development across the lifespan* (9th ed.) . New-Delhi: Pearson.
- Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th ed.). New Delhi: Oxford University Press.
- Rangaswamy, K. (1992). Indian model of stages in human development and developmental tasks. *Indian Journal of Psychological Medicines*, 15 (1), pp. 77-82.  
doi:[10.1177/0975156419920112](https://doi.org/10.1177/0975156419920112)
- Santrock, J.W. (2019). *Life-span development* (17th ed.). New-Delhi: Tata McGraw-Hill.

### **Suggestive Readings**

- Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson.
- Kapur, M. (n.d.). Child care in ancient India: A life span approach. *Indian Psychological Institute*. <https://ipi.org.in/texts/others/malvikakapur-childcare-sp.php>
- Patra, S. (2022). *Adolescence in India: Issues, challenges and possibilities*. New Delhi: Springer.
- Sharma, N. & Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.). *Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson.
- Srivastava, A. K. (1997). *Child development: An Indian perspective*. New Delhi.

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

**DISCIPLINE SPECIFIC CORE COURSE DSC-15 APPLYING PSYCHOLOGY TO WORK**

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

| Course Title & Code                                    | Credits  | Credit Distribution of the Course |          |                     | Eligibility Criteria                  | Pre-requisite of the Course (if any)                              |
|--------------------------------------------------------|----------|-----------------------------------|----------|---------------------|---------------------------------------|-------------------------------------------------------------------|
|                                                        |          | Lecture                           | Tutorial | Practical/ Practice |                                       |                                                                   |
| <b>DSC- 15<br/>APPLYING<br/>PSYCHOLOGY TO<br/>WORK</b> | <b>4</b> | <b>3</b>                          | <b>0</b> | <b>1</b>            | <b>Class 12<sup>th</sup><br/>Pass</b> | <b>Basic<br/>knowledge<br/>of<br/>Introductory<br/>psychology</b> |

**Learning Objectives**

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

**Learning Outcomes**

After doing this course the student will be able to:

- Become familiar with the underlying concepts of Industrial /Organizational Psychology.
- Understand the evolution of the field of Industrial/Organizational Psychology
- Explain organizational ethics, corporate social responsibility and various other opportunities and managerial challenges managers at the contemporary workplace.
- Apply the understanding of work motivation, leadership and organizational culture in real world settings.
- Critically examine the impact of gender on leadership.
- Identify and assess best practices relating to leadership across various organizational contexts and cultures.

## **SYLLABUS OF DSC-15**

### **UNIT - I**

**(12 hours)**

**Introduction to the Field:** The organizational context; Sub-fields of Industrial/Organizational Psychology; Historical evolution of the field of Industrial/Organizational Psychology; Antecedents of Organizational Behaviour; Scientific Management and Human Relations Movement; Organizational Ethics & Corporate Social Responsibility, Opportunities and Challenges for managers.

### **UNIT - II**

**(16 hours)**

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

### **UNIT - III**

**(17 hours)**

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

### **Practical Component**

**(30 hours)**

#### **Suggestive Practicals**

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

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

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

**Tutorial component- Nil**

#### **Essential/ Recommended Readings**

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

### **Suggestive Readings**

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

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

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

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

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

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