

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester V:

DSE 1: Positive Psychology

DSE 2: Diversity and Inclusion in Institutions

DSE 3: Self and Personal Growth

DISCIPLINE SPECIFIC ELECTIVE COURSE - 1: POSITIVE 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-1 Positive Psychology	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the core concepts of positive psychology pertaining to Eastern and Western perspectives.
- To develop an understanding of positive states and processes.
- To equip the students with strategies to enhance their happiness and well-being

Learning outcomes

After completing this course, the student will be able to:

- To understand and appreciate the meaning and conceptual approaches to positive psychology.
- Understand the importance of positive states and processes
- Learn various strategies to enhance happiness and well-being.

SYLLABUS OF DSE - 1

Unit - I

(12 Hours)

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Judeo-Christian, Athenian, Islam, Hinduism, Buddhism, and Jainism, Character Strengths and Virtues (VIA Classification System)

Unit - II (12 Hours)
Positive States and Processes I: Happiness and Well-being, Indian concepts of happiness and well-being (Sukha, Ananda, Panchakoshas), Resilience

Unit - III (12 Hours)
Positive States and Processes II: Optimism, Wisdom, Flow, Spirituality

Unit - IV (9 Hours)
Positive psychology interventions: Positive thinking, Meditation, Gratitude, Kindness

Tutorial component (15 Hours)

Suggestive Tutorial Activities:

- Review of relevant articles on Indian views of happiness and well-being
- Role plays to demonstrate the role of positive states and processes
- Group discussion on any secondary source like a book, movie or a podcast related to positive psychology concepts
- Report writing on experiential exercises related to positive psychology interventions in the class

Practical component – NIL

Essential/recommended readings

Baumgardner, S.R., & Crothers, M.K. (2010). *Positive psychology*. Upper Saddle River, New Jersey.: Prentice Hall.

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

Davis, E. B., Worthington, E. L., Jr, & Schnitker, S. A. (2022). *Handbook of positive psychology, religion, and spirituality*. Springer Nature.

Gotise, P., & Upadhyay, B. K. (2018). Happiness from ancient Indian perspective: Hitopadeśa. *Journal of Happiness Studies*, 19(3), 863-879.

Jeste, D. V., & Vahia, I. V. (2008). Comparison of the conceptualization of wisdom in ancient Indian literature with modern views: Focus on the Bhagavad Gita. *Psychiatry: Interpersonal and Biological Processes*, 71(3), 197-209.

Parks, A. C., & Titova, L. (2016). Positive psychological interventions: An overview. In A. M. Wood & J. Johnson (eds.), *The Wiley handbook of positive clinical psychology* (pp. 307–320). Wiley Blackwell.

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

Suggested readings

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? Review of General Psychology, 9, 103-110.

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 realise your potential for lasting fulfilment. New York: Free Press/Simon and Schuster.

Singh, K., Bandyopadhyay, S., & Saxena, G. (2022). An exploratory study on subjective perceptions of happiness from India. *Frontiers in Psychology*, 13, 111.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE -2: DIVERSITY AND INCLUSION IN INSTITUTIONS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Diversity and Inclusion in Institutions	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate an understanding and acknowledgment of building the morale for diversity in institutions.
- To build an understanding of the best practices and policies for creating more inclusive environments.

Learning Outcomes

After completing this course, the student will be able to:

- Understand the key principles around diversity, equity, and inclusion; and advocate for the need of building more inclusive institutional places.
- Examine the opportunities and challenges related to diversity issues in institutions, e.g., educational institutions.
- Reflect upon the various strategies used to manage diversity.

SYLLABUS OF DSE-2

Unit - I

(9 Hours)

Introduction: Understanding diversity, equity, and inclusion; Paradigms of Diversity Management

Unit - II

(12 Hours)

Differences between EEO, Affirmative Action, and Diversity; Opportunities and challenges of working with diversity

Unit - III

(12 Hours)

Types of diversity: Disability, Sexual orientation, Caste

Unit - IV

(12 Hours)

Creating an inclusive environment- Case studies.

Tutorial component

(15 Hours)

Suggestive Tutorial Activities

- Encourage students to peer mentor minority groups in classroom in a mutually collaborative project.
- Presentations and discussions on diversity and focused concerns across diverse institutions
- Collaboration may be done with other institutions for Diversity, Equity and Inclusion (DEI) activities, e.g., weekly virtual book club meetings may be organized to share books on inclusion.
- Reflective exercises and journal writing
- Film and documentary screening on DEI

Practical component – NIL

Essential/recommended readings

Barak, M. (2017). *Managing Diversity toward a Globally Inclusive Workplace* (4th ed.). London: SAGE Publications Ltd.

Hubbard, E. E. (2004). *The Manager's Pocket Guide to Diversity Management*. Human Resource Development.

Noronha, E. (2021). Caste and workplace bullying: A persistent and pervasive phenomenon. *Dignity and Inclusion at Work*, 489-512.

Thomas, D. A., & Ely, R. J. (1996). Making differences matter. *Harvard Business Review*, 74(5), 79-90.

Suggestive readings

Bourke, J., Garr, S., van Berkel, A., and Wong, J. (2017). Diversity and inclusion: The reality gap. Deloitte University: <https://www2.deloitte.com/in/insights/en/focus/human-capital-trends/2017/diversity-and-inclusion-at-the-workplace.html>

Lup, D. (2017). Becoming a manager increases men's job satisfaction, but not women's. <https://hbr.org/2017/11/research-becoming-a-manager-increases-mens-job-satisfaction-but-not-womens>

Phillips, K. W. (2014). How diversity makes us smarter, *Scientific American*, 311 (4). <http://www.scientificamerican.com/article/how-diversity-makes-us-smarter>

Stockton, H. & Bourke, H. (2014). From diversity to inclusion: Shift from compliance to diversity as a business strategy. Deloitte University: <https://www2.deloitte.com/global/en/pages/humancapital/articles/diversity-to-inclusion.html>

Thomas Jr, R. R. (1990). From affirmative action to affirming diversity. *Harvard Business Review*, 68(2), 107-117.

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

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
DISCIPLINE SPECIFIC ELECTIVE COURSE - 3: SELF AND PERSONAL
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-3 Self and Personal Growth	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To explore and understand the concept of self.
- To identify the meaning of self in a social world.
- To help the students understand the idea of self from the Indian and Western perspective.
- To facilitate personal growth and the development of an individual.

Learning Outcomes

After completing this course, the student will be:

- Able to understand the idea of self; it's antecedents and place in the social world.
- Able to understand the notion of self from an Indian and western perspective.
- Equipped with skills of self-management.

SYLLABUS OF DSE - 3

Unit – I

(12 Hours)

Understanding Self

Self-concept: Nature; Factors shaping the self-concept; Sources of self-concept; Impact of culture, gender, and other social factors on the self-concept.

Self and Identity in the social world/context; Influence of social media and technology on self-identity and self-presentation.

Unit – II

(12 Hours)

Theories of Self

Concept of Self in the Indian context (Ātman, Purusha, Jiva); and its relation to personal growth; The concept of Sat-chit-ananda and its relationship to self-realization and personal growth; Carl Rogers' theory on self; Carl Jung's concept of self: Jung's concept of the self as an archetype and its relationship to individuation; Neuroscience of Self

Unit – III

(6 Hours)

Managing Self

Self-regulation: Importance and Strategies; Self-presentation: Strategies for enhancing self-presentation skills; Subjective wellbeing: Definition; contributing factors.

UNIT – IV

(15 Hours)

Personal Growth

Developing character strengths and virtues;

Hope, Optimism and Resilience: Role in coping with adversity and promoting personal growth; Strategies for developing these qualities and enhancing personal growth and well-being; Understanding the challenges and potential barriers to personal growth and strategies for overcoming them.

Tutorial component

(15 Hours)

Suggestive Tutorial Activities:

- Group Discussion
- Case Study Analysis
- Comparative Analysis
- Self-Reflection Journal
- Strengths Assessment

Practical component – NIL

Essential/recommended readings

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

Cornelissen, M., Varma, S., Mishra, G., & Paranjpe, A. C. (1999). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press

Dalal, A. K. & Mishra, G. (Ed) (2011). *New Directions in Health Psychology*. Sage.

Mishra, G. (2017). *Psychosocial Interventions for Health and Well-Being*. Springer.

Popper, K. R. & Eccles, J.C. (2012). *The Self and its Brain*. Springer Science & Business Media.

Stevens, R. (1996). *Understanding the Self*. Sage Publications.

Weitan, W. & Lloyd, M. A. (2007). *Psychology Applied to Modern Life*. 8th Ed. Wadsworth Publishing Company.

Suggestive readings

Luft, J. & Ingham, H. (1955). "The Johari window, a graphic model of interpersonal awareness". *Proceedings of the Western Training Laboratory in Group Development*. Los Angeles: University of California.

Kahneman, D. (2011). *Thinking, Fast and Slow*. New York.

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