

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester VII:

DSE 7: Development of Indian Psychological Thought

DSE 8: Personality Psychology

DSE 9: Introduction to Psychology of Gender

DSE 10: School Psychology

DSE 11: Yoga Psychology

*DSE 4: Psychological Research – Paradigms, Approaches and Methods

*(Same as Semester VI)

DISCIPLINE SPECIFIC ELECTIVE COURSE – 7: DEVELOPMENT OF INDIAN PSYCHOLOGICAL THOUGHT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-7 COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning Outcomes

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

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

SYLLABUS OF DSE-7

UNIT 1

(12 Hours)

Introduction

Core Components of Indian Psychological Thought, Consciousness, the Nature of the Self in Indian Psychology: *Upanishadic* perspective, *Atman* (the soul), *Brahman* (ultimate reality), and their psychological significance; Differences between Indian and Western views of the mind, holistic approaches to understanding human nature.

UNIT 2

(15 Hours)

Self-Development

Evolution of self through spiritual and psychological growth; Emotions and their transformation in Indian Psychology including practices such as mindfulness and meditation; Meaning and purpose in Life: Indian perspective.

UNIT 3

(9 Hours)

Karma Theory

Concept of Karma Yoga in the *Bhagvad Gita* in relation to *Jnana Yoga* (knowledge) and *Bhakti Yoga* (devotion), laws of karma and the interplay between free will and destiny.

UNIT 4

(9 Hours)

Applications of Indian Psychology

Counselling, education, health and organizations settings; stress management, and promoting well-being through ancient practices like Yoga and Ayurveda.

Tutorial component –

(15 Hours)

Suggestive Tutorial Activities:

- Literature review
- Yoga and meditative exercises
- Emotional regulation activities
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Visit to yoga and meditation centres to understand the underlying processes

Practical component - NIL

Essential/recommended readings

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

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

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

Printworld.

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

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

Suggestive readings

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

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

Yogananda, P. (1946/2002). *Autobiography of a Yogi*. Bombay: Jaico.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 8: PERSONALITY 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-8 Personality Psychology	4	3	0	1	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding on various theoretical perspectives of personality and its assessment procedures.
- To learn about the contributions of key psychologists in the field of personality psychology.
- To learn about contemporary trends and issues in personality psychology.

Learning Outcomes

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

- Comprehend perspectives on personality and their foundational assumptions.
- Evaluate the contributions of key psychologists to the field of personality psychology.
- Apply theoretical concepts to practical scenarios, including personality assessment.

SYLLABUS OF DSE-8

UNIT 1

(8 Hours)

Introduction to Personality Psychology

Nature and Scope of Personality Psychology; Overview of key theoretical frameworks: Psychodynamic Theories, Humanistic-Existential Theories, Dispositional, Theories, Biological-Evolutionary Theories, Learning- Social Cognitive Theories and Contemporary trends in personality research

UNIT 2

(20 Hours)

Major Theories and Theorists in Personality Psychology

- Psychodynamic approach –Carl Jung and Eric Erickson
- Trait Theorists: Raymond Cattell, and Paul Costa and Robert McCrae.
- Humanistic and Existential Approach – Eric Fromm and Rollo May
- Social-cognitive – Walter Mischel and Albert Bandura

UNIT 3

(10 Hours)

Cultural Foundations of Personality: A Global and Indian Perspective

Cultural and Gender Influences on Personality Development; Indian Framework of Personality: The Triguna Theory and the Panchkosha Theory of Self; Personality studies in India.

UNIT 4

(7 Hours)

Assessment and Applications

Assessment of Personality- Objective, Subjective, and Projective techniques, Applications – Personality and mental health: links to anxiety, depression, resilience, Personality in the workplace: leadership and job performance.

Tutorial component - NIL

Practical component

(30 Hours)

Suggestive list of practical:

- Trait Theory-Based Personality Assessment
- Personality Profiling through Case Studies
- Projective and Semi-Projective Personality Assessments
- Cross-Cultural Personality Assessments

Essential/recommended readings

- Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44(1), 1–26.
<https://doi.org/10.1111/j.1744-6570.1991.tb00688.x>
- Campbell-Sills, L., Cohan, S. L., & Stein, M. B. (2006). Relationship of resilience to personality, coping, and psychiatric symptoms in young adults. *Behaviour Research and Therapy*, 44(4), 585–599.
<https://doi.org/10.1016/j.brat.2005.05.001>
- Feist, J., Feist, G.J., & Roberts, T.A. (2018). *Theories of personality*. McGraw-Hill Education.
- Jakhar, S. (2019). Panchakosha. *International Journal of Yogic, Human Movement and Sports Sciences*, 4(1), 1382-1384. <https://www.theyogicjournal.com>
- Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765–780.
<https://doi.org/10.1037/0021-9010.87.4.765>
- Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking "big" personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. *Psychological Bulletin*, 136(5), 768–821.
<https://doi.org/10.1037/a0020327>

- Larsen, R. J., & Buss, D. M. (2021). *Personality Psychology: Domains Of Knowledge About Human Nature*. McGraw Hill.
- Medina-Craven, M. N., Ostermeier, K., Sigdya, P., & McLarty, B. D. (2022). Personality research in the 21st century: new developments and directions for the field. *Journal of Management History*. doi.org/10.1108/JMH-06-2022-0021
- Singh, J. K., & Tung, N. S. (2019). Personality studies in India. In G. Misra (Ed.), *Psychology: Volume 2: Individual and the social: Processes and issues* (pp. 1–52). New Delhi: Oxford University Press. <https://doi.org/10.1093/oso/9780199498857.003.0001>
- Srivastava, K. (2012). Concept of personality: Indian perspective. *Industrial Psychiatry Journal*, 21(2), 89-93. doi: 10.4103/0972-6748.119586

Suggestive Readings

- Bienvenu, O. J., & Stein, M. B. (2003). Personality and anxiety disorders: A review. *Journal of Personality Disorders*, 17(2), 139–151. <https://doi.org/10.1521/pedi.17.2.139.23986>
- Clark, L. A., & Watson, D. (1991). Tripartite model of anxiety and depression: Psychometric evidence and taxonomic implications. *Journal of Abnormal Psychology*, 100(3), 316–336. <https://doi.org/10.1037/0021-843X.100.3.316>
- Corr, P. J., & Mathews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge University Press.
- Ewen, R.B. (2014). *An Introduction to Theories of Personality*. Psychology Press
- Lahey, B. B. (2009). Public health significance of neuroticism. *American Psychologist*, 64(4), 241–256. <https://doi.org/10.1037/a0015309>
- Misra, G., & Mohanty, A. K. (2002). *Perspectives on Indigenous Psychology*. Concept Publication Company.
- Schultz, D. P., & Schultz, S. E. (2016). *Theories of Personality*. Wadsworth, Cengage Learning.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 9: INTRODUCTION TO PSYCHOLOGY OF GENDER

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-9 Introduction to Psychology of Gender	4	3	1	0	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to define and evaluate gender as a social construct.
- To understand the ways in which gender, power, privilege, and oppression play out across a range of human experiences.

Learning Outcomes

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

- Examine the growth of gender as a construct in psychological research.
- Critically analyse the different perspectives highlighting the development of the concept of gender.
- Reflect on issues and challenges based on gender and identity.
- Apply the principles of equality and equity in various facets of life.

SYLLABUS OF DSE-9

UNIT 1

(9 Hours)

Conceptualizing gender: Social construction of gender; Historical understanding of gender in psychology

UNIT 2

(12 Hours)

Theoretical perspectives of gender development: Psychoanalytic, Cognitive-developmental, Gender Schema, Biological, Social Cognitive Theory

UNIT 3

(12 Hours)

Gender based issues and challenges: Discrimination against gender spectrum.

UNIT 4

(12 Hours)

Current frontiers in psychology of gender: Promoting equality and equity; Gender neutral parenting; Gender similarities hypothesis

Tutorial component

(15 Hours)

Suggested Tutorial Activities:

- Literature review on topics such as gender diversity, POSH Act, gender neutral parenting etc.
- Movie screening and discussion on gender roles
- Constructing childhood memoirs that shaped sensibilities around the students' gender roles.
- Find and write about an NGO which work towards gender empowerment.
- Case study analysis of cultural differences in gender role perception.
- Book review

Practical component – NIL

Essential/recommended readings

Vyas, A. N., Malhotra, G., Nagaraj, N. C., & Landry, M. (2020). Gender attitudes in adolescence: evaluating the Girl Rising gender-sensitization program in India. *International Journal of Adolescence and Youth*, 25(1), 126-139.

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106(4), 676.

Etaugh, C. A., & Bridges, J. S. (2015). *Women's lives: A psychological exploration*. Psychology Press.

Helgeson, V. S. (2015). *The psychology of gender*. Psychology Press.

Hyde, J. S. (1990). Meta-analysis and the psychology of gender differences. *Signs: Journal of women in culture and society*, 16(1), 55-73.

Koehler, G. (2016). Tapping the Sustainable Development Goals for progressive gender equity and equality policy? *Gender & Development*, 24(1), 53-68.

Lorber, J. (1994). Night to his day": The social construction of gender. *Paradoxes of gender*, 1, 1-8.

Martin, K. A. (2005). William wants a doll. Can he have one? Feminists, child care advisors, and gender-neutral child rearing. *Gender & Society*, 19(4), 456-479.

Suggestive readings

Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT 1. *Gender, Work & Organization*, 10(2), 137-153.

Bhasin, K. (2000). *Understanding gender*. Kali for women.

Chrisler, J. C., & McCreary, D. R. (2010). *Handbook of gender research in psychology* (Vol. 1, p. 558). New York: Springer.

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, 43, 1241.

Nakkeeran, N., & Nakkeeran, B. (2018). Disability, mental health, sexual orientation and gender identity: understanding health inequity through experience and difference. *Health research policy and systems*, 16, 9-19.

Pandey, P. (2014). Equality: As a social principle described in vedic tradition. *Veda-Vidya*, 24, 149-158.

Sweetman, C. (Ed.). (2001). *Men's involvement in gender and development policy and practice: beyond rhetoric*. Oxfam.

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DISCIPLINE SPECIFIC ELECTIVE COURSE – 10: SCHOOL 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-10 School Psychology	4	3	1	0	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce basic concepts of School Psychology to the students.
- To learn strategies for effective assessment and intervention to support students' academic, social-emotional, and behavioural development.
- To promote the well-being of children and adolescents in the school setting.

Learning Outcomes

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

- Develop an understanding of the fundamentals of School Psychology.
- Understanding strategies for effective assessment and intervention to support students' academic, social-emotional, and behavioural development.
- Promoting the well-being of children and adolescents in the school setting.

SYLLABUS OF DSE-10

UNIT 1

(10 Hours)

Introduction to School Psychology

Orientation to School Psychology (Nature, Historical and Current trends, Scope and Allied Fields), Role and Function of School Psychologist as a Professional, Overview of the Indian School System and Educational Policy in India, Socio-cultural Diversity

UNIT 2

(10 Hours)

Theoretical and Conceptual Underpinnings

Application of Psychological Theories in Classrooms (e.g., Piaget, Vygotsky, Gardner, Erikson and Bronfenbrenner), Indian Perspectives on Teaching Learning and Schooling (Guru-Shishya Parampara), Role of Family and Community in Schooling

UNIT 3

(12 Hours)

Addressing Contemporary Concerns among School Students

Academic Concerns (Learning Difficulties, Neurodevelopmental Issues, Exceptional and Gifted Children), Social Emotional Concerns (Stress and Anxiety, Body Image, Peer Pressure), Behavioural Concerns (Conduct issues, Digital dependency)

UNIT 4

(13 Hours)

Assessments and Interventions in School Settings

Assessment (Comprehensive Psycho-educational Assessment); Intervention – School Mental Health, Crisis Intervention, Bullying, Abuse; School-based remedial programme for the child - art therapy, play therapy, problem-solving; Vocational and career guidance

Tutorial component

(15 Hours)

Suggested Tutorial Activities:

- Psycho-educational testing applicable in school setting
- Role play between teacher and learner
- Case study analysis
- Movie review
- Interventions designed to promote mental health, social emotional concerns, academic Concerns, or behavioural concerns
- Book review
- Policy review around child development
- Documenting experiences of school children
- Cultural practices in schooling

Practical component – NIL

Essential/recommended readings

Berk, L. E. (2018). *Development through the lifespan* (Seventh edition). Pearson.

Chaudhary, N. (2013). *Parent beliefs, socialisation practices and children's development in Indian families* [Major Research Project]. University Grants Commission.

Kapur, M. (2011). *Counselling Children with Psychological Problems* (1st ed.). Pearson Education India.

Kirsh, S. J., Duffy, K. G., & Atwater, E. (2014). *Psychology for living: Adjustment, growth, and behavior today* (11th ed). Pearson.

- Merrell, K. W., Ervin, R. A., Peacock, G. G., & Renshaw, T. L. (2022). *School psychology for the 21st century: Foundations and practices* (Third edition). The Guilford Press.
- Mohan, L., Yilanli, M., & Ray, S. (2023). Conduct Disorder. In *StatPearls [Internet]*. StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK470238/>
- Patwa, S. S., Peverly, S. T., Maykel, C., & Kapoor, V. (2019). Roles for school psychologists in the challenging Indian education landscape. *International Journal of School & Educational Psychology*, 7(2), 94–101. <https://doi.org/10.1080/21683603.2019.1570886>
- Ramalingam, P. (2011). Prospects of School Psychology in India. *Journal of the Indian Academy of Applied Psychology*, 37(2), 201–211.
- Saraswati, T. S., Menon, S., & Madan, A. (Eds.). (2018). *Childhoods in India: Traditions, trends, and transformations* (First South Asia edition). Routledge.

Suggested readings

- Agrawal, R., & Rao, B. V. L. N. (2007). *Education for disabled children*. Shipra Publications.
- Anderson, S. R. (2012). Psycho-Educational Processes as Strategies for Students Presenting with Emotional and Behavioural Disorders. *American International Journal of Contemporary Research*, 2(7).
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal psychology* (Sixteenth edition). Pearson.
- Case, C., & Dalley, T. (Eds.). (2008). *Art therapy with children: From infancy to adolescence* (1st ed.). Routledge.
- Chopra, G. (2015). *Child rights in India: Challenges and social action*. Springer.
- Ranganathan, N., & Wadhwa, T. (2017). *Guidance and counselling for children and adolescents in schools*. SAGE Publications Inc.

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DISCIPLINE SPECIFIC ELECTIVE COURSE – 11: YOGA 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-11 Yoga Psychology	4	3	1	0	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of Yoga Psychology and various schools of Yoga.
- To provide basic knowledge of principles and Yogic view of personality.
- To understand the benefits of various Yogic practices for physical and mental well being.

Learning Outcomes

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

- Awareness about the ancient Indian tradition of Yogic knowledge system and its relation to contemporary psychology.
- Exposure to research in Yoga Psychology and its therapeutic benefits.

SYLLABUS OF DSE-11

UNIT 1 (12 Hours)

Introduction

Meaning of Yoga and Psychology, Origin of Yoga: Elements of Yoga in Scriptures, Schools of Yoga Psychology: Raja Yoga, Karma Yoga, Bhakti Yoga, Gyan Yoga and Swara Yoga

UNIT 2 (12 Hours)

Principles and Yogic View of Personality

Principles of Yoga: Koshas, Gunas, and Chakras Systems; Yogic view of personality: personality and the aspects of chakra systems, seven dimensional model of personality.

UNIT 3 (11 Hours)

Ashtang Yoga of Patanjali

Yama (moral codes) Niyama (self-discipline), Asana (posture), Pranayama (breath control), Pratyahara (sense withdrawal), Dharana (concentration), Dhyana (meditation), and Samadhi (oneness with the self)

UNIT 4

(10 Hours)

Research and Applications of Yoga Practices

Physical and Mental Health (Anxiety Issues and Sleep Issues, Focus and Concentration Problems, Anger Management, Coronary Heart Disease)

Tutorial component

(15 Hours)

Suggested Tutorial Activities:

- Debate on the relevance and application of yoga psychology in modern society
- Case studies on famous Yogis
- Presentations on the significance of Yama and Niyama ethical principles in yoga psychology
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Projects where students delve into various yoga schools (Hatha, Bhakti, Karma, Jnana, etc.) citing specific texts like "The Bhagavad Gita" or "Yoga Sutras of Patanjali"
- Book reviews on influential literature such as "The Heart of Yoga" by T.K.V. Desikachar or "Light on Yoga" by B.K.S. Iyengar
- Visit to yoga and meditation centres to understand the underlying processes

Practical component – NIL

Essential/recommended readings

Bhogal, R. S. (2017). *Yoga Psychology and Beyond*. Kaivalyadhama Samiti, Lonavala.

Kumar, K. (2013). *Yoga psychology: A handbook of yogic psychotherapy*. D.K. Printworld.

Paranjpe, A. C. (2021). What is Yoga Psychology and Where Does It Stand in Contemporary Psychology? *Psychology & Developing Societies*, 097133362110388. <https://doi.org/10.1177/09713336211038809>

Mehta, J. M. (2005). *Essence of Maharishi Patanjali's Ashtang Yoga*. Pustak Mahal.

TL, A. M., Omkar, S. N., Sharma, M. K., Choukse, A., & Nagendra, H. R. (2021). Development and validation of Yoga Module for Anger Management in adolescents. *Complementary therapies in medicine*, 61, 102772.

Vivekananda, R. (2005). *Practical yoga psychology*. Bihar: Yoga Publications Trust.

Yoga Ayush Ministry. (n.d.). index. <https://yoga.ayush.gov.in/Yoga-History/>

Suggestive readings

Ajaya, S. (1976). *Yoga psychology: A practical guide to meditation*. Himalayan Institute Press.

- Cramer, H., Lauche, R., Anheyer, D., Pilkington, K., de Manincor, M., Dobos, G., & Ward, L. (2018). Yoga for anxiety: A systematic review and meta-analysis of randomized controlled trials. *Depression and anxiety*, 35(9), 830-843.
- Hartley, L., Dyakova, M., Holmes, J., Clarke, A., Lee, M. S., Ernst, E., & Rees, K. (2014). Yoga for the primary prevention of cardiovascular disease. *Cochrane Database of Systematic Reviews*, (5).
- Levine, M. (2011). *The positive psychology of Buddhism and yoga: Paths to a mature happiness*. Routledge.
- Panjwani, U., Dudani, S., & Wadhwa, M. (2021). Sleep, cognition, and yoga. *International Journal of Yoga*, 14(2), 100.
- PP, S. J., Manik, K. A., & Sudhir, P. K. (2018). Role of yoga in attention, concentration, and memory of medical students. *National Journal of Physiology, Pharmacy and pharmacology*, 8(11), 1526-1526.
- Udupa, K. N. (1985). *Stress and its management by yoga*. Motilal Banarsidass Publ.

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