

APPLIED PSYCHOLOGY
Courses Offered by Department of Psychology

DISCIPLINE SPECIFIC CORE (DSC) COURSES OF APPLIED PSYCHOLOGY

Semester 2

- DSC 4: Foundations of Intelligence, Personality, and Affect
 - DSC 5: Developmental Psychology
 - DSC 6: Social and Group Processes
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DISCIPLINE SPECIFIC CORE COURSE –4

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 4: Foundations of Intelligence, Personality and Affect	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

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

Unit – I. Intelligence: Defining Intelligence; Historical perspective; Hereditary, Environment and Intelligence; Theories: Psychometric approach, Cognitive processes approach, contemporary theories of R. Sternberg and H. Gardner; Emotional intelligence; Assessment of intelligence with group differences; Extremes of Intelligence: Giftedness and MR. (15 hours)

Unit – II. Personality: Defining Personality; Personality-environment interaction; Theories: Psychodynamic, phenomenological-humanistic, behavioural and social- cognitive, Trait Perspective; Biological basis of personality, Assessment of Personality, Emotions: Nature: Cognitive and Physiological components; Bodily changes and Emotions; The facial expression of emotions and Display rules; Theories: The James-Lange Somatic theory, The Cannon-Bard Theory, Schachter - Singer Theory. (15 hours)

Unit – III. Motivation & Emotion: Perspectives on motivation: Instinct Theory of Motivation (McDougall), Psychodynamic and humanistic views, Maslow's theory, Self-determination theory; Types of Motives; Assessment of Personality. (15 hours)

Practical component: (30 hours)

Any TWO test from the THREE units above. Report writing in the APA style.

Essential/recommended readings

Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013/latest). *Psychology*: South Asian Edition. New Delhi: Pearson Education.

Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). *Atkinson & Hilgard's Introduction to psychology*. Wadworth : Cengage Learning

Passer, M.W. & Smith, R.E. (2013). *Psychology: The Science of Mind and Behaviour*. New Delhi. Tata McGraw- Hill

Suggestive reading

Sibia, A., & Misra, G. (2011). Understanding emotion. *Handbook of psychology in India*, 286-298.

Johnson, W. (2014) *Developing difference*. Palgrave Macmillan.

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

DISCIPLINE SPECIFIC CORE COURSE –5

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-5: Developmental Psychology	4	3	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- Critically evaluate theories of lifespan development
- Assess the biological cognitive, emotional and social factors that influence development
- Discuss methodological approaches used to study development
- Examine development issues of children and adolescent in the Indian context.

SYLLABUS

Unit 1: Nature and Perspectives of Development: Understanding context: family, peers, school; research methods and designs (Longitudinal & Cross-Sectional). Physical development: patterns of growth from prenatal development to adolescence. _____ 15 Hours _____

Unit 2. Cognitive Development: Brief introduction to cognitive development: Piagetian, Vygotskian.

Language development 15 Hours

Unit 3. Emotional Development: Displaying, Recognizing & Interpreting Emotions; Attachment; Theories of Moral development (Kohlberg, Gilligan). 15 Hours

Practical component:

Any two practicals from the following list based on DSC05: Developmental Psychology.

- Assessment of cognitive or socio-emotional status with the help of standardized psychological tests.
- Field report: The interaction between individuals and contexts (family, school, peers, culture).
- Case study of an atypical individual.
- Field work: Visit to an NGO working in the area of issues of children/adolescents

Essential/recommended readings

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

Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. 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

Santrock, J.W. (2012). *A topical approach to life-span development*. New Delhi: Tata McGraw- Hill.

Shaffer, D.R. & Kipp, K. (2007). *Developmental psychology: Childhood and Adolescence*. Indian reprint: Thomson Wadsworth

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.

Suggested Readings

Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.

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

Patra, S (2022). *Adolescence in India: Issues, Challenges & Possibilities*. New Delhi: Springer

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.

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DISCIPLINE SPECIFIC CORE COURSE-6

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 6: Social and Group Processes	4	3	0	1	12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning Outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS

Unit 1. Self and social influence: Defining the self, sources of self-knowledge, social and cultural influences on self, social identity theory, social cognitive perspective of self (self-schema, self-schema clarity and complexity). Social influence, conformity, compliance and obedience.

15 Hours

Unit 2. Social Interaction: Interpersonal Attraction: meaning and nature of interpersonal attraction, Determinants of interpersonal attraction, Theories of interpersonal attraction; Prosocial Behaviour: Nature & determinants, Bystander effect, Theories of Prosocial Behaviour; Aggression: definition, causes, theories and reducing aggression (Indian perspective – Gandhi's Non-violence).
15 Hours

Unit 3. Group Dynamics: Group Dynamics: Definition, types of groups, formation, structural properties, group decision making, group think and group polarization, social loafing, social facilitation.
15 Hours

Practicals

Any 2 practicums either in lab and/or field based on DSC06: Social and Group Processes.

Essential/recommended readings

- Aronson, E., Wilson, T. D., Asch, S. E., & Turner, J. C. (2020). *Social Psychology* (10th ed.). Pearson India Education Services Pvt. Ltd.
- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology* (12th ed.). Delhi, Pearson.
- Baumeister, R. F., & Bushman, B. J. (2013). *Social Psychology & Human Nature*. Wadsworth

Suggested Readings

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

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