

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		
GE-13 PSYCHOLOGY AT THE WORKPLACE	4	3	1	0	Class 12 th Pass	None

Learning Objectives

After doing this course the student will be able to:

- Understand the need and scope of application of psychological concepts and theories in organisations.
- Become aware of different challenges and trends that influence people management practices in contemporary organisations.
- Appreciate the evolution of the field of I/O Psychology.
- Understand the key theories of motivation and leadership in the organisations.

Learning Outcomes

After doing this course the student will be able to:

- Apply the basic principles of psychology in work-settings.
- Critically evaluate the contemporary issues that shape management practices in organisations.
- Apply theories and concepts of motivation and leadership in organisations.

SYLLABUS OF GE- 13

UNIT - I

(9 hours)

Introduction to I/O Psychology: Definition, Evolution of the field, Major Fields of I/O psychology: Personnel Psychology, Organizational Psychology, Human Factors/Ergonomics.

UNIT - II**(9 hours)**

Contemporary Opportunities and Challenges: Telecommuting, Green Business Practices & Sustainability, Workforce Diversity, Gender Discrimination & Sexual Harassment,, Technology, Corporate Social Responsibility, Mental Health and Well being.

UNIT - III**(12 hours)**

Work Motivation: Theories and applications: Maslow's Need-Hierarchy, Herzberg's Two Factor Theory, Goal-Setting Theory, Expectancy Theory, Equity Theory, Job Characteristics Model.

UNIT - IV**(15 hours)**

Leadership: Early approaches to leadership (Trait, Behavioural), Contingency- (Fiedler's contingency model), Contemporary Approaches to Leadership- (Charismatic, Transformational & Transactional Leadership), Managing Diversity as a Core Leadership Competency, Indian Perspective (Nurturant Task Leadership).

Practical Component: Nil

Tutorial Component:

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Presenting videos on Hawthorne Studies
- Class debates to develop critical thinking, e.g., pros and cons of use of technology in organizations, workplace diversity
- Analysis of corporate social responsibility across different sectors or nations
- Film analysis (character mapping and plot lining) using a theoretical framework, for e.g., Bombshell, She Said, The Assistant
- Case study of effective leaders
- Experiential exercises on what motivates students to come to college
- Review of literature, e.g. on theories of motivation across cultures
- Class presentations on contemporary topics
- Role plays to practice leadership skills

Essential/ Recommended Readings

De Cenzo and Robbins, S.P. (2006). *Fundamentals of human resource management* (8th ed.). New York: Wiley.

Greenberg, J. ,& Baron, R.A. (2007). *Behaviour in organizations* (9th ed.). Noida: Dorling Kindersley.

Griffin, R.W., & Moorhead, G. (2009). *Organizational behaviour: Managing people and organizations*. New Delhi: Biztantra publishers.

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

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive Readings

Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (pp. 239-261). Thousand Oaks, CA, US: Sage Publications.

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.

Carnevale, J. B., & Hatak, I. (2020). Employee adjustment and well-being in the era of COVID-19: Implications for human resource management. *Journal of Business Research*, 116, 183–187. <https://doi.org/10.1016/j.jbusres.2020.05.037>.

Herzberg, F. (1966). *Work and the nature of man*. Cleveland: World Publishing Company.

Hubbard, E. E. (2004). *The manager's pocket guide to diversity management*. US: HRD Press.

Kotler, P., & Lee, N. (2004). *Corporate social responsibility: Doing the most good for your company and your cause*. NY: John Wiley & Sons.

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.

Locke, E.A. (1968). Toward a theory of task motivation and incentives. *Organizational Behaviour and Human Performance*, 3(2), 157-189.

Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Offered by Department of Psychology

GENERIC ELECTIVE (GE) COURSES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-9 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-9 Basics of Social Psychology	4	3	1	0	12 th Pass	Nil

Learning Objectives

- To define social psychology and describe its origins as a separate discipline within psychology.
- To develop an understanding of cognitions, and actions of oneself and others in the social and cultural context.
- To discuss the relationship between the person and the situation and its influence on attitudes, and social influence processes.

Learning outcomes

- Define social psychology and related terminology.
- Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
- Apply social psychological principles to real-world issues

SYLLABUS OF GE-9

Unit I (11 Hours)

Introduction to Social Psychology: Nature, Scope, History, Methods of research, Social Psychology in India, and Current Trends.

Unit II (11 Hours)

Person Perception & Social Cognition: Social Schemas, Heuristics, Attribution: Types and theories.

Unit III

(11 Hours)

Attitudes: Structure, Characteristics, Formation, Attitude-Behaviour Link, Attitude change

Unit IV

(12 Hours)

Social Influence Processes: Compliance: principles and tactics; Conformity: Classic studies and recent trends; Obedience: factors affecting obedience.

Tutorial Component – 15 Hrs.

Practical Component – NIL

Essential/recommended readings

Baumeister, R. F., & Bushman, B. J. (2018). *Social Psychology and Human Nature*.
New Delhi: Cengage Learning.

Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology Fifteenth Global Edition*.
Pearson Education Limited.

Dalal, A. & Misra, G. (2002) *Social Psychology in India : Evolution and Emerging Trends in New Directions in Indian Psychology (vol. 1: Social Psychology)*. In A. K. Dalal & G. Misra ((Eds.). New Delhi: Sage

Hogg, M., & Vaughan, G. M. (2018). *Social Psychology*. Pearson Education Limited.

Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research), Vol 4*. New Delhi: Pearson.

Pandey, J. & Singh, P. (2005) *Social psychology in India: Social roots and development*. *International Journal of Psychology*, 40(4), 239-253.

Suggested Readings

Misra, G., Sanyal, N., & De, S. (2021). *Psychology in Modern India Historical, Methodological, and Future Perspectives*. Springer

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

GENERIC ELECTIVE COURSE GE- 16 FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE – 16 FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- To equip the learner with an understanding of the concepts and issues of human development
- To examine and discuss major theories of development such as those of Piaget, Vygotsky, Kohlberg, Erikson, Freud and Bronfenbrenner.
- To enumerate stages and types of development .

Learning Outcomes

By studying this course the student will be able to:

- Develop an understanding of various issues related to human development.
- Understand different domains of development.
- Develop an understanding of human growth from conception to Adulthood.

SYLLABUS OF GE-16

UNIT - I

(9 Hours)

Introduction- Nature, issues and theoretical perspectives – Psychoanalytic, Psychosocial and Ecological perspective. Indian model of human development.

UNIT – II

(12 Hours)

Domains of Development- Cognitive development – Piaget and Vygotsky, Moral development – Kohlberg and Emotional development – Attachment and temperament

UNIT - III

(12 Hours)

Stages of development I- Prenatal development, Birth and Infancy (Physical and Motor Development).

UNIT - IV

(12 Hours)

Stages of development II- Adolescence – Physical changes, Socioemotional development – Self, Identity, Family, Peers

Adulthood – Physical changes, Socioemotional development – Career issues, Attraction & Love and Family

Practical Component

(30 Hours)

Suggestive Practicals

- Conservation tasks – Piaget’s theory
- Attachment style assessment
- Observation of a 2/3/4 years old baby for progress in developmental domains
- Assessment of emotional expression or regulation
- Assessment of family environment /Assessment of marital adjustment
- Heinz dilemma – Kohlberg’s theory
- Assessment of Identity status – Marcia’s theory
- Cross-sectional study for crisis experienced – based on Erickson’s theory
- Developmental record and its analysis of a new born upto 6 months

Tutorial component: Nil

Essential/Recommended Readings:

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

Feldman, R.S. & Babu, N. (2023). *Development across the lifespan*. Pearson.

Rangaswami, K. (1992). Indian model of stages in human development and developmental tasks. *Indian Journal of Psychological Medicine*, 15 (1) pp 77 – 82.

Santrock, J.W. (2012). *Lifespan development* (13 th ed.) New Delhi: McGraw Hill.

Suggestive Readings

Belsky, J. (2022). *Experiencing the lifespan* (6th ed.). New York: Worth Publishers Macmillan Learning.

Khalakdina, M. (2008). *Human Development in the Indian context. A socio-cultural focus* (Vol 1.) New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child development: An Indian Perspective*. New Delhi: NCERT.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Psychology

GENERIC ELECTIVE– 1
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Foundations of Psychology	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes

- To introduce the core concepts of psychology with an emphasis on applications of psychology in everyday life.
- To help students develop an insight into their own and others' behavior and underlying mental processes.
- To understand and be able to interweave the fundamental psychological concepts of learning, memory, motivation, and emotion.
- To understand the theoretical perspectives and research findings that have shaped some of the most important areas of contemporary psychology.

Unit 1: What is Psychology : Psychology as a science; Major schools of Psychology; Evolution of Psychology in India; Subfields and Applications of Psychology **(12 Hours)**

Unit 2: Mind as Information Processer: Bottom-up and Top-down processing, Perceptual organizational processes, Acquiring Information: Learning by Association, Social Cognitive Learning, Encoding and Retrieval in Memory: Information Processing model; Why we forget? Mnemonics **(16 Hours)**

Unit 3: Self and Personality: Nature and Perspectives (Trait and Type, Jungian Theory of Psychoanalysis, Roger's Self Theory), Measures of Personality: Inventories and Projective techniques, Culture and Personality **(16 Hours)**

Unit 4: Intelligence and Creativity: Nature and Perspectives: Psychometric approach (Spearman's 'g' factor theory), Cognitive perspective (Fluid and Crystallized Intelligence; Triarchic Theory of Intelligence), Multiple Intelligences, Managing emotions intelligently, Nature of Creativity **(16 Hours)**

References:

- Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition). Pearson Education Ltd.
- 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.
- Passer, M.W., Smith, R.E., Holt, N. and Bremner, A. (2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education. UK
- Zimbardo, P.C. & Weber, A.L. (1997). Psychology, New York: Harper Collins College Publishers.
- Robinson-Riegler, G., & Robinson-Riegler, B. (2008). *Cognitive psychology: Applying the science of the mind (2nd ed.)*. Boston: Pearson/Allyn and Bacon.
- Singh A.K (2017) संज्ञानात्मक मनोविज्ञान: Cognitive Psychology. Motilal Banarsidass Publishers Pvt.Ltd.
- Singh A.K (2017) उच्चतर सामान्य मनोविज्ञान: Advanced General Psychology. Motilal Banarsidass Publishers Pvt.Ltd.

GENERIC ELECTIVE- 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Understanding Psychology	4	3	0	1	Class XII Passed	Nil

Course Learning Outcomes

- To develop an understanding of self and others' by using the knowledge gained through the course about the different approaches in understanding behavior
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings in areas such as perception, memory, motivation, emotions, learning, Intelligence, personality, cognition etc.

Unit 1: Introduction to Psychology: Nature and Scope, Historical Development (structuralism, functionalism, psychoanalytic, cognitive, behavioural, humanistic- existential, gestalt), Psychology in India (15 Hours)

Unit 2: Intelligence and Personality: Nature (Intelligence and Personality) Theories of

GENERIC ELECTIVES (GE-12): Environment and Health

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
		Lecture	Tutorial	Practical/ Practice		
Environment and Health	4	3	0	1	12 th Pass	---

Learning Objectives

1. To understand basic concepts of environmental health
2. To assess environmental pollutant classes
3. To assess the risk of environmental exposures and health impacts

Learning Outcomes

The students will learn the basic concepts of environmental and health, various exposures and pollutant classes, burden of disease and health impacts of ecological exposures

Syllabus:

Unit 1: Introduction to environment health. Epidemiological studies related to environmental health (12 Hours)

Unit 2: Water, Sanitation and Hygiene; impact of air pollution (ambient and indoor), water pollution and noise pollution on human health (12 Hours)

Unit 3: Human health under different socio-cultural environment, Built environment, Urban environment, Green spaces and occupational hazards, hygiene and health (12 Hours)

Unit 4: Food safety, toxins and waste management, chemicals and heavy metals (09 Hours)

Practical: 30 Hours

Project report based on data collection related to environmental health

References

1. Hermen Koren. Handbook of environmental health and safety [volume II, 4th ed.]. CRC Press, 2002
2. Morton Lippmann. Environmental toxicants: human exposures and their health effects [3rd ed]. John Wiley & Sons, 2009
3. B. Wisner J. Adams. Environmental Health in Emergencies and Disasters [1 ed.]. World Health Organization, 2003
4. Bernard J. Healey, Kenneth T. Walker. Introduction to Occupational Health in Public Health Practice (Public Health Environmental Health) [1 ed.]. Jossey-Bass; 2009

Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting research in environmental health. Process will involve lectures and presentations and report submission.

Keywords

Pollutants, Environment, Exposure, Assessment, Water and Air pollution, social environment.

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

**Common Pool of Generic Electives (GE) Courses
Offered by Department of English**

Category - IV

GENERIC ELECTIVES LANGUAGE (GE Language-1)

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	Department
		Lecture	Tutorial	Practical/ Practice			
English Language Through Literature- I	4	3	1	0	Class XII pass	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

This course aims to:

1. develop in students the ability and confidence to process, understand and examine different kinds of texts-verbal and written-that they encounter in everyday life.
2. enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
3. encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces.

Learning outcomes

The Learning Outcomes of this course are as follows:

1. learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making.
2. identify key topics/arguments/ideas

3. accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs.
4. enable students to write in expository argumentative and descriptive modes.
5. help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction.
6. enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing.
7. inculcate confident expression: to enable students to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources, be these verbal or written.

SYLLABUS OF GE Language-1

UNIT– I Understanding Everyday Texts (20 hours)

1. Edwards, Adrian ‘Forced displacement worldwide at its highest in decades’ UNHCRorgUNHCR <http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#> Accessed 1st June, 2022
2. Jadhav, Radheshyam ‘Groom wanted: Trader peon...anyone but a farmer’ Times News Network. 1st Jan, 2018
<https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1st June, 2022
3. Knapton, Sarah ‘Selfitis’ -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists’ The Telegraph. 15th December 2017
<https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1st June 2022
4. ‘13 letters every parent every child should read on Children’s Day’ The Indian Express. 10th November 2014
<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1st June 2022

UNIT – II Understanding Drama (20 hours)

1. Lakshmi, CS. (i) 'Ambai' (ii) 'Crossing the River', Staging Resistance: Plays by Women in Translation. Ed. Tutun Mukherjee, Oxford: Oxford University Press, 2005.

UNIT – III Understanding Poetry (20 hours)

1. Angelou, Maya. 'Caged Bird', The Complete Collected Poems of Maya Angelou. New York: Random House Inc, 1994.
2. Ezekiel, Nissim. 'Goodbye Party for Miss Pushpa TS', Collected Poems. New Delhi: Oxford University Press, 2005.
3. Okara, Gabriel. 'Once Upon a Time', Gabriel Okara: Collected Poems. Nebraska: University of Nebraska, 2016.
4. Lawrence, DH. 'Last Lesson of the Afternoon', The Complete Poems of DH Lawrence. Hertfordshire: Wordsworth Editions, 1994.

Practical component (if any) -

Not applicable

GENERIC ELECTIVES LANGUAGE (GE Language-2)
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
		Lecture	Tutorial	Practical/ Practice		
English Language Through Literature-II	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

This course aims to:

1. develop in students the ability and confidence to process, understand and examine different kinds of texts-verbal and written-that they encounter in everyday life.

2. enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
3. encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces.
4. learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making.
5. identify key topics/arguments/ideas
6. accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs.

Same course objectives. Need to be changed

Learning outcomes

This course will:

1. enable students to write in expository argumentative and descriptive modes.
2. help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction.
3. enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing.
4. inculcate confident expression: to enable students to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources, be these verbal or written.

SYLLABUS OF GE Language- 2

UNIT – I Understanding Fiction (20 hours)

1. Kumar E., Santhosh. 'Three Blind Men describe an Elephant', Indian Review. <http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-elephant-bye-santhosh-kumar/> Accessed 1st June 2022
2. Mistry, Rohinton. 'The Ghost of Firozsha Baag', Tales from Firozsha Bagh. McClelland & Stewart, 1992.

3. Joshi, Umashankar. 'The Last Dung Cake', The Quilt from the Flea-market and Other Stories. Delhi: National Book Trust, 2017.

UNIT – II Creating Your Own Voice (20 hours)

1. Powell, Tori B. 'Young people discuss how phones and social media create connection — and self-doubt: "Compared to them, I am a nobody"' CBS News. Posted 24th May 2022.
<https://www.cbsnews.com/news/mental-health-impacts-phones-social-media/>
2. Khanna, Twinkle. 'Lesson from Frida: Backbone can win over broken spine' in 'Mrs. Funnybones' The Times of India. 16th September 2018.
<https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-winover-broken-spine/> Accessed 13th June 2022

UNIT – III Writing your own academic paper (20 hours)

1. Patel, Raj and Moore Jason. 'How the chicken nugget became the true symbol of our era' The Guardian, 8th May 2018
<https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-truesymbol-of-our-era> Accessed 1st June 2022
2. Latest editions of the MLA and APA style sheets

Practical component (if any) -

Not applicable

GENERIC ELECTIVES LANGUAGE (GE Language-3)

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	Department
		Lecture	Tutorial	Practical/ Practice			
Digital Communications- I	4	3	1	0	Class XII pass	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

1. This course is for students who intend to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.

Learning outcomes

2. The course aims to hone skills for online communication and provide interpersonal skills required in the digital world.
3. The course will help students effectively present themselves in personal and professional capacities using online mediums.

SYLLABUS OF GE Language -3

UNIT – I Constructing a Self (20 hours)

1. Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.)
2. Striking up formal, informal conversations (register, tone, vocabulary)
3. Social Media etiquette

UNIT – II Expressing the Self (20 hours)

1. Blogs, Facebook posts (expressing likes and dislikes)
2. Formal and informal correspondence (emails, making announcements on social groups: expressing/ declining interests, making requests, sharing information).
3. Acknowledging and negotiating opinions

UNIT – III Expressing Visually (20 hours)

1. Introducing oneself in a vlog (how to create a narrative: biography, autobiography)
2. Striking a rapport/connecting with viewers/audience (colloquial language, discourse markers)
3. Moderating content (integrating narrative with visuals/images)

Practical component (if any) -

Not applicable

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

GENERIC ELECTIVES LANGUAGE (GE Language-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
		Lecture	Tutorial	Practical/ Practice		
Digital Communications-II	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course is for students who intend to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.
- The course aims to hone skills for online communication and provide interpersonal skills required in the digital world.

Learning outcomes

The course will help students effectively present themselves in personal and professional capacities using online mediums.

SYLLABUS OF GE Language- 4

UNIT – I Curating Persona (20 hours)

1. Maintaining profiles (continuity: coherence, cohesion)
2. Innovating content (introducing new ideas, opinions, and facts: style and correctness)
3. Content writing (briefs, press releases, podcast scripts: concise, cohesion, coherence, clarity)

UNIT – II Making Institutional Profiles and networks (20 hours)

1. Writing about the institution (describing and assessing)
2. Building networks (compare, contrast, synthesize)
3. Updating Blogs and Vlogs (discourse markers)

UNIT – III Online Interactions and Diversity (20 hours)

1. Etiquettes for online interactions (chats, meetings, video conferences).
2. Ethics towards inclusive and integrated participation (addressing gender, ethnicity, special abilities)
3. Drawing boundaries in communication (obscenities, hostility, addressing disrespectful comments and feedback: changing register and tone of communication)

Practical component (if any) -

Not applicable

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

GENERIC ELECTIVES LANGUAGE (GE Language-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	Department
		Lecture	Tutorial	Practical/ Practice			
English Fluency- I	4	3	1	0	Class XII pass	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

1. This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts.
2. The course aims to equip them with skills that will help them interact with people around their personal, institutional and social spaces.

Learning outcomes

The course will help students to:

Unit III. Practicing Sociology

Mills, C. Wright. 2000. 'On Intellectual Craftsmanship'. In *The Sociological Imagination*. New York: OUP. Pp. 195 – 226.

Suggested Readings:

Coser, Lewis A. 1980. *The Pleasures of Sociology*. New York: New American Library.

Curra, John. 2004. *The Human Experience Reader: Selections from Sociology*. Boston: Pearson.

Giddens, Anthony. 1987. 'What do Sociologists Do?'. In *Social Theory and Modern Sociology*. Stanford: Stanford University Press. Pp. 1-21.

GENERIC ELECTIVES (GE-2: Family and Intimacy)

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
		Lecture	Tutorial	Practical/ Practice		
Family and Intimacy	4	3	1	0	Nil	Nil

Learning Objectives

This course seeks to introduce students to a range of contemporary concerns pertaining to family as a social institution from a sociological viewpoint and with an interdisciplinary orientation. It situates family in its historical, cultural, social and comparative contexts. The course enables students to examine the commonsensical notions of family by making them aware of the diversity of family forms and reconstitute it as a possible arena of justice. It aims to familiarize students with different aspects of family and intimate life using ethnographic accounts from India. Its objective is to enable students to examine the institution of family and analyse intimacy in a sociological way.

Learning outcomes

1. An ability to examine the institution of family and realities of intimate experiences from a sociological perspective.
2. Knowledge of diverse forms of the family within their appropriate historical contexts and comparative appreciation of their features.
3. A disposition to constitute everyday spaces of family and intimacy as an arena of democracy, gender justice and empowerment.

4. Making students aware of the symbiotic relationship between conceptual, ethnographic and critical literature in social sciences and demonstrating how they work in close tandem.
5. To alert next-generation policymakers to take the questions of the intimacy with seriousness and make them integral to public reason and conversation

SYLLABUS OF GE-2

UNIT – I (16 hours)

What is Family?

UNIT – II (24 hours)

Family and Intimacy: Themes and Accounts

UNIT – III (20 hours)

Family and Intimacy: Critiques and Transformations

Practical component (if any) - NIL

Essential/recommended readings:

Unit 1. What is Family?

Collier, Jane, Michelle Z. Rosaldo and Sylvia Yanagisako. (1992), Is there a Family? New Anthropological views. in Barrie Thorne and Marilyn Yalom eds. *Rethinking the Family: Some Feminist Questions*, Boston: North-western University Press. Pp. 25 – 38.

Gittins, Diana. (1993) How have Families Changed? in *The Family in Question: Changing Households and Familiar Ideologies*. 2e London: Macmillan. Pp. 6-34

Okin, Susan Moller. (1989) *Justice, Gender, and the Family*. New York: Basic Books. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.

Weston, Kath. (1991) *Families We Choose*. New York: Columbia University Press. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

Unit 2. Family and Intimacy: Themes and Accounts

Diane P. Mines and Sarah Lamb (Eds.) (2010), *Everyday Life in South Asia*, Indianapolis: Indiana University Press. Pp. 9-22

Uberoi, Patricia. (2003), The Family in India: Beyond the Nuclear Versus Joint Debate, From Veena Das Ed. *The Oxford Companion to Sociology and Social Anthropology*, Delhi: OUP. Pp. 1061-1092

Trawick, Margaret. (1993), *Notes on Love in a Tamil Family*. Delhi: Oxford University Press. Chapters. 3 The Ideology of Love. Pp. 89 – 116

Raheja, Gloria Goodwin, and Ann Grodzins Gold. (1996), *Listen To the Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72.

Lynch, Owen M. (Ed.) (1990) *Divine Passions: The Social Construction of Emotion in India*. Delhi: Oxford University Press. Chapter 3. "To be a Burden on Others": Dependency Anxiety among the Elderly in India. Pp. 64 –88.

Unit 3. Family and Intimacy: Critiques and Transformations

Barrett, Michèle, and Mary McIntosh. (1991), *The Anti-Social Family*. London: Verso. Chapter 2. The Anti-Social Family. Pp. 43 – 80.

Cartledge, Sue, and Joanna Ryan. (1983), *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press. Chapter 7 'Is a Feminist Heterosexuality Possible?' Pp. 105 – 123.

Anshen, Ruth Nanda. (1959), *The Family: Its Functions and Destiny*. New York: Harper and Brothers. Pp. 359- 374

Suggested Readings:

Ahmad, Imtiaz. (1976), *Family, Kinship, and Marriage among Muslims in India*. Delhi: Manohar Press.

Beck, Ulrich and Elisabeth Beck-Gernsheim. (1995), *The Normal Chaos of Love*. Oxford: Polity Press.

Becker, Gary (1993). *A Treatise on the Family*. Harvard: Harvard University Press. Coontz, Stephanie. (2005), *Marriage, A History*. New York: Viking.

Giddens, Anthony. (1992), *The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies*, Cambridge: Polity Press. Pp. 184-203.

Hochschild, Arlie Russell. (2013), *So, how's the Family? And other Essays*. Berkley: University of California Press.

Madan, T. N. (1989), *Family and Kinship: A Study of the Pandits of Rural Kashmir*. Delhi: Oxford University Press.

Mitterauer, Michael, and Reinhard Sieder. (1982), *The European Family*. Chicago: University of Chicago Press. Ross, Aileen D. (1967), *The Hindu Family in its Urban Setting*. Toronto: University of Toronto Press.

Uberoi, Patrica. (Ed.) (1996), *Social Reform, Sexuality and the State*. New Delhi: Sage Publications.

3. D. B. Tembhare. (2017) Modern Entomology. Published by Himalaya Publishing House (ISO 9001: 2008 Certified).
4. Dawes, J. A. (1984) The Freshwater Aquarium, Roberts Royce Ltd. London.

Suggestive readings

1. S.S. Khanna and H.R. Singh. A Textbook of Fish Biology & Fisheries Published by Narendra Publishing House. 3rd Edition. (ISBN13: 9789384337124)
2. Dokuhon, Z.S. (1998). Illustrated Textbook on Sericulture. Oxford & IBH Publishing Co., Pvt. Ltd. Calcutta.

GENERIC ELECTIVES (GE-4): Lifestyle 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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Lifestyle Disorders	04	02	Nil	02	Class XII pass	NIL	Zoology

Learning Objectives

The learning objectives of this course are as follows:

- The course aims to introduce the students to the concept of health, nutrition, and the factors affecting it.
- It will apprise students of the prevalence of emerging health issues affecting the quality of life.
- The course will facilitate the understanding of different physical and psychological associated disorders and their management for a healthy lifestyle.
- It highlights the important lifestyle-related disorders and describes the risks and remedies in relation to adopting a better life.

Learning Outcomes

By studying this course, students will be able to

- have a better understanding of lifestyle choices and the diseases associated with them.
- have an in-depth understanding of making better lifestyle decisions.
- learn about various techniques for preliminary diagnosis of lifestyle disorders

SYLLABUS OF GE-4

UNIT – I Introduction to Lifestyle

(2.5 Weeks)

Traditional Indian lifestyle vs modern Indian lifestyle, lifestyle diseases – definition, risk factors-erratic sleep patterns, wrong food choices, smoking, alcohol abuse, stress, lack of optimum physical activity, illicit drug use, Obesity, respiratory diseases, diet and exercise.

UNIT – II Diabetes and Obesity

(2.5 Weeks)

Types of Diabetes mellitus; Blood glucose regulation; Complications of diabetes- paediatric and adolescent obesity-weight control and BMI (Body Mass Index), Prediabetes, PCOS/PCOD.

UNIT – III Cardiovascular Diseases

(3 Weeks)

Coronary atherosclerosis-Coronary artery disease, Causes-Fat and lipid, Alcohol Abuse-Diagnosis, Electrocardiograph, Echocardiograph, Treatment, Exercise and Cardiac rehabilitation.

UNIT – IV Cancer

(2.5 Weeks)

Introduction to Cancer and general diagnostic methods to detect cancer; Lung Cancer, Mouth Cancer: associated lifestyle choices, symptoms and treatment.

UNIT – V Hypertension

(2 Weeks)

Risk factors, complications (brain, heart, eye and kidney) and management of hypertension.

UNIT – VI WHO Global action plan and Monitoring

(2.5 Weeks)

WHO Global action plan and Monitoring framework for prevention and control of non-communicable diseases, NPHCE (National Programme for the Health Care of Elderly), Fit India movement (Yoga and meditation).

Practical component -

1. Estimation of blood glucose (GOD/POD) by kit.
2. Calculation of BMI, waist to hip ratio, skin fold test.
3. Imaging techniques for cancer diagnosis. CT Scan, MRI, PET-CT scan. Confirmatory Biopsy.
4. Blood pressure measurement using a sphygmomanometer.
5. Study of cardiac rehabilitation- thrombolytic agents and balloon angioplasty.
6. Project Work based on Case studies related to risk factors of any ONE lifestyle disorder studied.

OR

7. To write a review of personal experience of using any of the available health or lifestyle-related applications over a period of time with some data to correlate.

Essential/recommended readings

1. Estimation of blood glucose (GOD/POD) by kit.
2. Calculation of BMI, waist to hip ratio, skin fold test.
3. Imaging techniques for cancer diagnosis. CT Scan, MRI, PET-CT scan. Confirmatory Biopsy.
4. Blood pressure measurement using a sphygmomanometer.

**Common Pool of Generic Electives (GE) Courses offered by the
Department of English**

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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-1 Language and Culture	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic approaches to the study of language.
- To impart a socio-cultural perspective to the study of English in the Indian context.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyze both the socio-cultural and formal aspects of language in general and English in particular.
- Students will be able to understand the shifting and evolving dynamics of the link between language and culture in India.

SYLLABUS OF GE-1

UNIT – I (20 Hours)

UNIT I-Language

1. Connor-Linton, Jeffrey, and Fasold, Ralph. 'Introduction', *An Introduction to Language and Linguistics*. United States: Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 'Part 1', *An Introduction to the Study of Language*. Boston, MA: Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.

4. Rodrigues, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

UNIT – II (20 Hours)

UNIT II- English Language in India and Multilingualism

1. Jayendran, Nishevita, et al. Chapters 3, 5 and 6, *Language Education: Teaching English in India*. India: Taylor & Francis, 2021.
2. Mukherjee, Joybrato. 'The development of the English language in India', *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick, London and New York: Routledge, Taylor & Francis Group, 2000. pp 167-180
3. Bhatia, Tej K. 'The Multilingual Mind, Optimization Theory and Hinglish', *Chutnefying English: The Phenomenon of Hinglish. India*. ed. Rita Kothari & Rupert Snell, Penguin Books, 2011.

UNIT – III (20 Hours)

UNIT III: Language and Society

1. Wardaugh, Ronald. 'Gender', *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
2. Soden, Satori, et al. Chapter 5, 6, 8, 9, *Language, Society and Power: An Introduction*. Taylor & Francis, 2010.
3. Wilson, James C. and Cynthia Lewiecki-Wilson. 'Disability, Rhetoric, and the Body': *Embodied Rhetorics: Disability in Language and Culture*. United States: Southern Illinois University Press, 2001.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Fowler, Roger. *The Linguistics of Literature*. London: Routledge and Kegan Paul Ltd, 1971.
2. Bailey, R. W. and J. L. Robinson, ed. *Varieties of present-day English*. New York: Macmillan, 1973.
3. Fishman, J.A. *Sociolinguistics: A Brief Introduction*. Mass: Newbury House Rowley, 1971.
4. Gupta R. S. and K. S. Agarwal, *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1996.
5. 'Notes on the History of the Study of the Indian Society and Culture', *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn. Chicago: Aldine Press, 1968.
6. 'Towards a Definition of Culture', *India and World Culture*. New Delhi: Sahitya Academy, 1986.

7. 'Culture and Ideology', *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. London and New York: Longman, 1995.
8. Crystal, David. *The Stories of English*. UK: Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. India: Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Bhatt, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. United Kingdom: Cambridge University Press, 2008.
12. Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." *PMLA*, vol. 78, no. 2, 1963, pp 25–28.
13. Kramschin, Claire. *The Routledge Handbook of Language and Culture*. United Kingdom, Taylor & Francis, 2014.

		L	O	Practice		
FUNDAMENTALS OF HUMAN NUTRITION	4	3	0	1	12 th Pass	NIL

Learning Objectives

1. To understand the relationship between food, nutrition and health.
2. To classify foods into various food groups and explain the concept of a balanced diet.
3. To describe the importance of various nutrients as well as list their food sources.
4. To be able to plan and prepare nutritious meals for an adult.

Course Outcomes

1. Relate how food affects health.
2. Classify foods into various food groups and explain the concept of a balanced diet.
3. Understand the importance of various nutrients and how these can be obtained from the diet.
4. Describe the considerations for planning and preparing balanced and nutritious meals for adults.

THEORY (Credits 3; Periods 45)

Units	No. of Hours
Unit I: Basic Concepts in Nutrition Unit Description: Understanding basic terminology used in nutritional sciences and the importance of nutrition	10 Hours
Subtopics: <ul style="list-style-type: none"> ● Basic terms used in nutrition ● Understanding relationship between food, nutrition and health ● Functions of food-Physiological, psychological and social ● Basic food groups and concept of balanced diet 	
Unit II: Nutrients Unit Description: Functions, dietary sources, requirements, effects of deficiency and/ or excess consumption of the various nutrients.	20 Hours
Subtopics: <ul style="list-style-type: none"> ● Energy- Concept of energy balance ● Carbohydrates and dietary fibre ● Lipids ● Proteins ● Fat soluble vitamins ● Water soluble vitamins ● Minerals 	

Unit III: Healthy Eating Unit Description: Nutritional concerns and dietary guidelines for healthy eating for adults.	15 Hours
Subtopics: <ul style="list-style-type: none"> • Factors influencing food choices • Planning balanced meals and diets • Nutritional concerns for adults • Dietary guidelines for prevention of diet related lifestyle disorders • Importance of physical activity and other lifestyle factors 	

Essential Readings

1. Chadha R and Mathur P eds. (2015). Nutrition: A Lifecycle Approach. Hyderabad: Orient BlackSwan.
2. Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Delhi: Phoenix Publishing House Pvt. Ltd.
3. Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food
4. Composition Tables. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
5. NIN (2011). Dietary Guidelines for Indians- A Manual. Second edition. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
6. Seth V, Singh K, Mathur P (2018). Diet Planning Through the Lifecycle Part I: Normal Nutrition- A Practical Manual. 6th Edition. Delhi: Elite Publishing House.

Suggested Readings

1. Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). Wardlaw's Perspectives in Nutrition, International Edition, 9th edition. New York: McGraw- Hill.
2. ICMR (2020). Nutrient Requirements for Indians-Recommended Dietary Allowances and Estimated Average Requirements. Published by National Institute of Nutrition, Hyderabad.
3. Sethi P, Lakra P. Aahar Vigyan, Poshan evam Suraksha (Hindi); First Ed; 2015; Delhi: Elite Publishing House (P) Ltd.
4. Siddhu, A, Bhatia, N, Singh, K, Gupta, S (2017). Compilation of Food Exchange List, Technical Series 6, Lady Irwin College, University of Delhi. Delhi: Global Books Organisation.
5. Suri S and Malhotra A (2014). Food Science, Nutrition and Safety. Dorling Kindersley (India) Pvt. Ltd, India

(Credit 1; Periods 30)

Practical	No. of Lectures
1. Making the right food choices a. Nutrient rich sources from different food groups b. Concept of high fat, salt, sugar (HFSS) foods c. Reading food labels	10
2. Planning a nutritious meal for adults a. Concept of food exchanges b. Calculating nutritional quality of diets c. Balancing meals according to nutrient requirements d. Healthy snacking options	20

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Psychology

GENERIC ELECTIVE- 1
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Foundations of Psychology	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes

- To introduce the core concepts of psychology with an emphasis on applications of psychology in everyday life.
- To help students develop an insight into their own and others' behavior and underlying mental processes.
- To understand and be able to interweave the fundamental psychological concepts of learning, memory, motivation, and emotion.
- To understand the theoretical perspectives and research findings that have shaped some of the most important areas of contemporary psychology.

Unit 1: What is Psychology : Psychology as a science; Major schools of Psychology; Evolution of Psychology in India; Subfields and Applications of Psychology (12 Hours)

Unit 2: Mind as Information Processor: Bottom-up and Top-down processing, Perceptual organizational processes, Acquiring Information: Learning by Association, Social Cognitive Learning, Encoding and Retrieval in Memory: Information Processing model; Why we forget? Mnemonics (16 Hours)

Unit 3: Self and Personality: Nature and Perspectives (Trait and Type, Jungian Theory of Psychoanalysis, Roger's Self Theory), Measures of Personality: Inventories and Projective techniques, Culture and Personality (16 Hours)

Unit 4: Intelligence and Creativity: Nature and Perspectives: Psychometric approach (Spearman's 'g' factor theory), Cognitive perspective (Fluid and Crystallized Intelligence; Triarchic Theory of Intelligence), Multiple Intelligences, Managing emotions intelligently, Nature of Creativity (16 Hours)

References:

- Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition). Pearson Education Ltd.
- 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.
- Passer, M.W., Smith, R.E., Holt, N. and Bremner, A. (2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education. UK
- Zimbardo, P.C. & Weber, A.L. (1997). Psychology, New York: Harper Collins College Publishers.
- Robinson-Riegler, G., & Robinson-Riegler, B. (2008). *Cognitive psychology: Applying the science of the mind (2nd ed.)*. Boston: Pearson/Allyn and Bacon.
- Singh A.K (2017) *संज्ञक मनोविज्ञान: Cognitive Psychology*. Motilal Banarsidass Publishers Pvt.Ltd.
- Singh A.K (2017) *उंचतर सामान्य मनोविज्ञान: Advanced General Psychology*. Motilal Banarsidass Publishers Pvt.Ltd.

GENERIC ELECTIVE- 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Understanding Psychology	4	3	0	1	Class XII Passed	Nil

Course Learning Outcomes

- To develop an understanding of self and others' by using the knowledge gained through the course about the different approaches in understanding behavior
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings in areas such as perception, memory, motivation, emotions, learning, Intelligence, personality, cognition etc.

Unit 1: Introduction to Psychology: Nature and Scope, Historical Development (structuralism, functionalism, psychoanalytic, cognitive, behavioural, humanistic- existential, gestalt), Psychology in India (15 Hours)

Unit 2: Intelligence and Personality: Nature (Intelligence and Personality) Theories of

personality: Psychoanalytic and Socio Cognitive Theory; Theories of intelligence: Sternberg's Triarchic Theory and Gardner's theory of Multiple Intelligence; Emotional intelligence; Assessment of intelligence and personality. Intelligence and personality in Indian Context
(15 Hours)

Unit 3: Learning and Memory : Nature (Learning and Memory), Conditioning (Classical and Instrumental), Observation learning. Memory- Models (Information Processing Model, Levels of Processing Model, Improving memory. Memory in Indian Context
(15 Hours)

PRACTICAL: Total of TWO Experiments- One each from Unit 2 and 3 based on course GE02: Understanding Psychology. Each practical group will consist of 10-12 students.

30 Hours

References:

- Abhedananda, S. (2008). True Psychology. Ram Krishna Vedanta Math. Kolkata
- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.
- Baron, R. A., & Misra, G. (2014). Psychology. New Delhi: Pearson Education.
- Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.
- ICSSR Research Surveys and Explorations: Psychology, Vols 1-5
- Nolen-Hocksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgards: Introduction to Psychology. Andover: Cengage Learning.
- Paranjpe, C. A. (2002). Self and Identity in Modern Psychology and Indian Thought. Kluwer Academic Publishers
- Passer, M. W., & Smith, R. E. (2013). Psychology: The Science of Mind and Behavior. New Delhi: Tata McGraw-Hill
- Sinha, D., Misra, G., & Dalal, K. A. (2015). Psychology for India. Sage Publications.
- Zimbardo, G. P. (2013). Psychology and Life. Pearson

GENERIC ELECTIVE-3
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Psychology for Healthy Living	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes

- To build an in-depth understanding of topics like stress, health, well-being and positive human behaviour
- To develop skills and competencies by application of these principles for promoting health, well-being and positive functioning in self and others.

Unit 1: Stress and coping: Understanding causes of stress; Effects of stress on physical and mental health; coping strategies (emotion focused, problem focused, avoidant coping), coping techniques **(12 Hours)**

Unit 2: Understanding subjective wellbeing and health: Meaning of subjective and psychological/hedonistic and eudaimonic well-being; comparing Medical and Bio-psychosocial approaches to health. **(16 Hours)**

Unit 3: Health-enhancing behaviours: Introduction to health enhancing behaviours: Exercise, Nutrition and Sleep. **(16 Hours)**

Unit 4: Promoting Positive human functioning: Introduction to Positive Psychology, Hope (definitions, Snyder model, applications), Optimism (Optimism as an explanatory style, benefits) and Self-efficacy (Bandura's concept, sources of self-efficacy, applications in different arenas) **(16 Hours)**

References:

- Arora, M.K. and Sran, S.K. (2017) Psychology of health and well-being, Book Age Publications: New Delhi, ISBN: 978-93-83281-71-8.
- Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.
- Dalal, A.K., & Misra, G. (2011). New Directions in Health Psychology. Sage
- Dimatteo, M. R., & Martin L. R. (2011). Health psychology. Indian adaptation by Tucker, V and Tucker O.P. (2018). New Delhi: Pearson India Educational Services Pvt. Ltd. (Unit 1: Chapter 1; Unit 2: Chapter 6).
- Khosla, M. (Ed.) (2022). Understanding the Psychology of Health and Well-being. Sage

Texts, Delhi. ISBN 9789354794391

- Lazarus, J. (2008). *Stress Relief and Relaxation Techniques*. Los Angeles: Keats Publishing.
- Luthans, F, Brett C. Luthans, Kyle W. (2015). *Organizational behaviour: An evidence based approach*, 13th Edition. McGraw Hill (Chapter: Positive organizational behavior and Psychological Capital).
- Sarafino, P, E (1998). *Health Psychology: Biopsychosocial Interactions* (third edition). John Wiley & Sons, Inc. (Unit 1: Chapter 3, Chapter 4; Unit 2: Chapter 5).
- Seaward, B.L. (2018). *Managing Stress: Principles and Strategies for Health and Well-Being* (9th Edition). Burlington, MA: Jones & Bartlett Learning.
- Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage. (Unit 4: Chapter 5).
- Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill. (Unit 2: chapter 3; Unit 3: Chapters 4 and 10)
- Weiten, W. & Lloyd, M.A (2007). *Psychology Applied to Modern life*. Thomson Detmar earning. (Unit 1: Chapter 3; Unit 2: Chapter 4)

GENERIC ELECTIVE- 4

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Understanding Human Mind	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes:

- To introduce students to the various perspectives of studying the mind with special emphasis on sensitizing with the Indian models.
- To acquaint the students with the discipline of Psychology which involves studying important social-cognitive skills
- To discuss the scope and methodological challenges involved in studying the human mind
- To introduce students to the practical aspects of cognitive psychology in understanding human behavior.

Unit 1: Introduction: Perspectives of studying the mind: Eastern- Advait Vedanta, Sāmkhya Yoga, Buddhism, Sri Aurobindo's theory of mind. Western-Wilhelm Wundt Structuralism, William James functionalism, Freudian three levels of mind, cognitive- information processing model.
(12 Hours)

Unit 2: Methods and Scope of studying mind: Methods-Experimental, Case study, Introspection, Observation, Phenomenology Scope-Cognitive neuroscience, Artificial Intelligence, Psychotherapy and preventive measures. (16 Hours)

Unit 3: Perception and Attention: Nature, factors and automatic and controlled processes, Perception: Perceptual processes, perceptual organization, role of attention in perception. Indian Perspective on attention and perception- Advait Vedanta- *chitta, vritti*; Sāṅkhya Yoga- *buddhi, ahankara, manas*. (16 Hours)

Unit 4: Thinking and Problem Solving: Mental images, concepts and prototypes; Problem solving approaches – Algorithm; heuristics, means-end analysis, insight. Concept of Thinking in Indian perspective. (16 Hours)

References:

- Vivekananda, S. (2003). *Raja Yoga*. Advaita Ashrama.
- Galotti, K. M. (2018). *Cognitive Psychology In and out of the laboratory*(4th ed.). Thomson Wadsworth.
- Rao, K.R., &Paranjpe, A.C. (2016). *Scope, Substance, and Methods of Study*. In: *Psychology in the Indian Tradition* (pp-1-35).Springer: New Delhi.
- Rao, K.R.,&Paranjpe, A.C. (2016): *Mind–Body Complex*. In: *Psychology in the Indian Tradition* (pp- 95-128) (102-105 Advait Vedanta, Sāṅkhya Yoga-102). Springer: New Delhi.
- Sen, I. (1952). *Sri Aurobindo's Theory of Mind*. Philosophy East and West. 1(4), (pp 45-53).
- Singh, A.K. (2017).संयानाठ कमनोवियान *Cognitive Psychology*. Motilal Banarsidass Publishers Pvt.Ltd.
- Singh, A.K. (2017).उडरसामाड मनोवियान *Advanced General Psychology*. Motilal Banarsidass Publishers Pvt.Ltd.
- Stenberg & Stenberg (2012). *Cognitive Psychology*. (6th ed.).
- Watson, J.L. (2020). *Ayurvedic and Bionian Theories of Thinking: Mental Digestion and the Truth Instinct*.

**Common Pool of Generic Electives (GE) Courses
Offered by Department of Environmental Studies**

Category - IV

GENERIC ELECTIVES (GE-1)

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
		Lecture	Tutorial	Practical/ Practice		
✓ ENVIRONMENT AND SOCIETY	4	2	0	2	12 th Pass	NIL

Learning Objectives

- Examine the relationship between the environment and society
- Enable students to understand and appreciate the role played by environment, society, and, their interface in shaping environmental decisions
- Think critically on environmental issues and different solutions
- Learning outcomes

Learning outcomes

The Learning Outcomes of this course are as follows:

SYLLABUS OF GE-1

UNIT – I Introduction (4 hours)

Social and cultural construction of 'environment'; environmental thought from historical and contemporary perspective in light of the concepts of Gross Net Happiness and Aldo Leopold's Land Ethic

UNIT – II Issues in Environmentalism (4 hours)

Significant global environmental issues such as acid rain, climate change, and resource depletion; historical developments in cultural, social and economic issues related to land, forest, and water management in a global context; interface between environment and society.

UNIT – III Development -Environment Conflict (4 hours)

Developmental issues and related impacts such as ecological degradation; environmental pollution; development-induced displacement, resettlement, and rehabilitation: problems, concerns, and compensative mechanisms; discussion on Project Affected People (PAPs).

UNIT- IV Urbanization and environment (4 hours)

Production and consumption oriented approaches to environmental issues in Indian as well as global context; impact of industry and technology on environment; urban sprawl, traffic congestion and social-economic problems; conflict between economic and environmental interests.

UNIT – V Environment and Social Inequalities (4 hours)

Inequalities of race, class, gender, region, and nation-state in access to healthy and safe environments; history and politics surrounding environmental, ecological and social justice; environmental ethics, issues and possible solutions.

UNIT – VI Regulatory Framework (4 hours)

Brief account of Forest Conservation Act 1980 1988; Forest Dwellers Act 2008; Land Acquisition Act 1894, 2007, 2011, 2012; Land Acquisition Rehabilitation and Resettlement Act 2013

UNIT- VII Community participation (6 hours)

State, corporate, civil society, community, and individual-level initiatives to ensure sustainable development; case studies of environmental movements (Appiko Movement, Chipko Movement, Narmada Bachao Andolan); corporate responsibility movement; appropriate technology movement; environmental groups and movements, citizen groups; role played by NGOs; environmental education and awareness.

Practical component (if any) - (60 hours)

1. Analyse the cultural construction of the environment in a country of your choice
2. Compare and contrast the perception of the environment in countries with varying levels of environmental quality
3. Critically evaluate the developmental status and type of environmental issues across societies from region within a country and different countries.
4. Determine the socio-demographic and industrial characteristics of a region and correlate them with the environmental issues of that region?
5. Identify the relationship between societies varying in cultures and environment and analyse the role of economic factors in changing the relationship over time
6. Show any relationship between natural resource use and changing population dynamics of the community
7. Evaluate the pattern of natural resource use by people and their likelihood of participating in the conservation of natural resources
8. Demonstrate any pattern between the resources use and population dynamics, industrial activities, and employment generation in a given region
9. Analyse attitudes, knowledge, and values towards an environmental resource of a population or stakeholder and what trade-off is the public willing to make for conservation of the resource.
10. Determine access to resources across members of a society and suggest measures for equitable sharing of resources or associated benefits, if required.
11. Select an environmental policy/regulation and identify its impact on society over time.

Suggestive readings

1. Cárdenas, J.C., 2009. Experiments in environment and development. Annual Review of Resource Economics, 1(1), pp.157-82.
2. Chokkan, K.B., Pandya, H. & Raghunathan, H. (eds). 2004. Understanding Environment. Sagar Publication India Pvt. Ltd., New Delhi.
3. Elliot, D. 2003. Energy, Society and Environment, Technology for a Sustainable Future. 30 Routledge Press.
4. Ioris, A.A.R. ed., 2021. Environment and Development: Challenges, Policies and Practices. Springer Nature.
5. Leopold, A. 1949. The Land Ethic. pp. 201-214. Chicago, USA.

9. Use methods of triangulating information, field observations, photography and Problem Animal Control Report as complementary methods to focused interviews to understand the problem and suggest the solution
10. Understanding the significance of mediation among different policies on societal benefits and wildlife conservation to resolve human-wildlife conflicts

Suggestive readings

1. Angelici, F.M. and Rossi, L., 2020. Problematic Wildlife II. Springer International Publishing.
2. Conover, M. 2001. Resolving Human Wildlife Conflicts, CRC Press.
3. Conover, M.R. and Conover, D.O., 2022. Human-Wildlife Interactions: From Conflict to Coexistence. CRC Press.
4. Dickman, A. J. 2010. Complexities of conflict: the importance of considering social factors foreffectively resolving human-wildlife conflict. *Animal Conservation* 13: 458-466.
5. Hill, C.M., Webber, A.D. and Priston, N.E. eds., 2017. Understanding conflicts about wildlife: A Biosocial Approach (Vol. 9). Berghahn Books.
6. Manfred, M.J., 2008. Who Cares About Wildlife? Social Science Concepts for Exploring Human-wildlife Relationships and Conservation Issues.
7. Messmer, T. A. 2000. The emergence of human-wildlife conflict management: Turning challenges into opportunities. *International Biodeterioration & Biodegradation* 45: 97-102.
8. Nyhus, P.J., 2016. Human-wildlife conflict and coexistence. *Annual Review of Environment and Resources*, 41, pp.143-171.
9. Warriar, R., Noon, B.R. and Bailey, L.L., 2021. A framework for estimating human-wildlife conflict probabilities conditional on species occupancy. *Frontiers in Conservation Science*, p.37.
10. Woodroffe, R. 2005. *People and Wildlife: Conflict and Coexistence*. Cambridge.

GENERIC ELECTIVES (GE-3)

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
		Lecture	Tutorial	Practical/ Practice		
GENDER AND ENVIRONMENT	4	2	0	2	12 th Pass	NIL.

Learning Objectives

The paper is designed to expose students to the concept of gender in society and its relevance in the environmental context. The principal objective of the course is to enable students to examine environmental issues from a gender-sensitized perspective

Learning outcomes

After the course, students will be able to:

- Identify causal factors of making women more vulnerable to environmental calamities and issues
- Reveal the reality of gender inequalities across the countries, challenging the development of risk resilient individuals and communities
- Demonstrate significant contributions of women as stakeholders while decisions making, educating, and evolving action plans across sectors to provide long-term solutions to environmental problems.
- Show the women's role as a leader in transitioning toward equitable and sustainable societies and industries

SYLLABUS OF GE-3

UNIT – I Introduction (4 hours)

The socially constructed 'gender' concept

UNIT – II Gender and society (6 hours)

Gender existence in society; gender: matriarchy and patriarchy as means of social exclusion (case studies in an Indian context); gender equity issues in rural and urban settings.

UNIT – III Gender and the environment (4 hours)

Relevance of the concept in an environmental context; evolution of gender hierarchies in historical and contemporary perspective; gendered division of roles in cultural, social and economic perspective; gender inequalities

UNIT – IV Gender, resources and the environment (4 hours)

Knowledge about the environment among men and women; differential dependencies on environmental resources; implications of gendered responses to environmental degradation.

UNIT – V Gender and environmental management (6 hours)

Women's participation in environmental movements and conservation; historical and contemporary case studies; role of women in environmental education, awareness and sustainable development.

UNIT – VI Strategies for change (6 hours)

Need for gender equity; Instruments for change: education, media, action groups, policy and management; equity in resource availability and consumption for a sustainable future

Practical component (if any) -

1. Using a case study, demonstrate the value of a gender-inclusive approach in the success of the environmental protection programme
2. Develop a context and show the importance of women's role in environmental conservation by emphasizing gender gaps in access to (a) power, (b) education, (c) markets, and (d) cultural practices.
3. Analyze the national gender policy or laws restricting or promoting women's participation in resolving environmental issues
4. Critically evaluate the national environmental policies for their gender sensitivity by taking an example of climate change-related policies across the sectors, including agriculture, forestry, and water.

5. Identify the gender gaps in policies related to climate change, energy access, natural resource access, and ecosystem services benefits
6. Determine the gender gaps in livelihood activities depend on ecological resources, such as agriculture, fisheries, and forestry, access to new technologies, and capacity-building in STEM (science, technology, engineering, or mathematics) for resolving environmental issues
7. Examine the impact of environmental awareness programmes involving or targeting women, especially to reduce vulnerability to climate change, access to renewable energy, skill development in energy entrepreneurship
8. Find out the variations in perspectives of women and men on environmental security across the societies within and outside country
9. Focused survey in neighbourhood community to gain insights into perception and solution to same environmental issues locally, nationally, and globally
10. Develop an action plan to address an environmental issue selected in practical 9 by incorporating livelihood strategies and economic and decision-making empowerment for women
11. Collect sex-disaggregated data and analyze the success of different environmental conservation programme based on the role of gender while focusing on involvement in decision making, participation in the action plan, the target of information dissemination, avenues of communication, major beneficiaries, and marginalized groups.

Suggestive readings

1. Agarwal, B. 2001. Participatory exclusions, community forestry, and gender: An analysis for South Asia and a conceptual framework. *World Development* 29: 1623-1648.
2. Agarwal, B., 2019. The gender and environment debate: Lessons from India. In *Population and environment* (pp. 87-124). Routledge.
3. Buckingham, S., 2005. *Gender and Environment*. Routledge.
4. Gaarder, E., 2011. Women and the animal rights movement. In *Women and the Animal Rights Movement*. Rutgers University Press.
5. Jackson, C. 1993. Doing what comes naturally? Women and environment in development. *World Development* 21: 1947-63.
6. Leach, M. 2007. Earth Mother myths and other ecofeminist fables: How a strategic notion rose and fell. *Development and Change* 38: 67-85.
7. MacGregor, S. ed., 2017. *Routledge Handbook of Gender and Environment*. Taylor & Francis.
8. Miller, B. 1993. *Sex and Gender Hierarchies*. Cambridge University Press
9. Oswald Spring, Ú., 2008. *Gender and disasters: human, gender and environmental security*. UNU-EHS.
10. Rodríguez-Labajos, B. and Ray, I., 2021. Six avenues for engendering creative environmentalism. *Global Environmental Change*, 68, p.102269.
11. Stein, R. (ed.). 2004. *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*. Rutgers University Press.
12. Stephens, A., Lewis, E.D. and Reddy, S., 2018. Towards an inclusive systemic evaluation for the SDGs: Gender equality, environments and marginalized voices (GEMs). *Evaluation*, 24(2), pp.220-236.

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

GENERIC ELECTIVE COURSE GE- 14 PSYCHOLOGY OF ADJUSTMENT

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		
GE:14 PSYCHOLOGY OF ADJUSTMENT	4	3	1	0	Class 12 th Pass	Nil

Learning Objectives

- To learn the nature and relevance of adjustment in everyday life.
- To understand the different factors shaping adjustment.
- To understand healthy adjustment strategies in different contexts: relationships, digital world, and work settings.

Learning Outcomes

By studying this course the student will be able to:

- Gain greater grounding in concepts related to psycho-social-emotional adjustment.
- Apply their knowledge to attain better levels of adjustment in different life situations.

SYLLABUS OF GE- 14

UNIT – I

(9 Hours)

Introduction- Concept of Adjustment, Adjustment as a Lifelong Process, Need for Adjustment, Factors affecting Adjustment, The Role of Psychology in Promoting Adjustment

UNIT – II

(12 Hours)

Adjustment in Relationships- Self in a Relational Context (need to belong, affiliation, isolation, social exclusion), Strategies for Adjustment in Varied Relational Contexts: Familial Contexts (Dealing with Family Dynamics, Negotiating Autonomy and Agency), Friendships (Peer Pressure, Bullying, and Social exclusion), Romantic Relationships (Identity, Intimacy & Isolation and Equity), Conflict Management; Dealing with Loss: Dissolution of Relationships and Bereavement.

UNIT – III

(12 Hours)

Adjustment In The Digital Age- The Self in a Technological World (Immersion in tech spaces, multiple selves, and information overload), Challenges in the Digital Age (Illusion of choice, social comparison, cyber-victimization, and intrusive social media), Strategies for Adjustment: Self care, digital detox, reconnecting with nature, meaningful digital engagement.

UNIT – IV

(12 Hours)

Adjustment in Work Settings- Adjustment in the Workplace: Job Satisfaction and its Enhancement; Gender at Work: Diversity Issues, Job satisfaction and subjective well being in a multicultural workplace; Occupational hazards: Work Stress, Sexual harassment, Unemployment, and Burnout; Well-being in Work Settings: Work-life balance (Leisure and Recreation), Mindfulness based stress reduction at work.

Practical Component: NIL

Tutorial Component

(15 Hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Media Analysis (documentaries, short stories, songs, social media posts etc.)
- Group Discussions on topics such as experiences of bullying and social exclusion
- Book Reviews
- Journal keeping
- Reflective writing exercises on past adjustment experiences of self and others
- Research based presentations
- Activities and exercises focussed on the development of skills needed for better adjustment (e.g, assertiveness, self care)
- Self administration of standardized questionnaires to increase self awareness

Essential/ Recommended Readings

Hefner, D., & Vorderer, P. (2017). Digital stress: Permanent connectedness and multitasking. In L. Reinecke & M. B. Oliver (Eds.), *The Routledge handbook of media use and well-being: International perspectives on theory and research on positive media effects* (pp. 237–249). Routledge/Taylor & Francis Group.

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

Moritsugu, J., Vera, E. M., Jacobs, J. H., & Kennedy, M. (2016). *Psychology of adjustment: The search for meaningful balance*. SAGE Publications.

Rathus, S. A., & Nevid, J. S. (2019). *Psychology and the challenges of life: Adjustment and growth*. John Wiley & Sons.

Riba, M. B., Parikh, S. V., & Greden, J. F. (Eds.). (2019). *Mental health in the workplace: Strategies and tools to optimize outcomes*. Springer.