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DEPARTMENT OF PSYCHOLOGY (Applied Psychology)
SEMESTER-VI

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DISCIPLINE SPECIFIC CORE COURSE DSC – 16 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisit
		Lecture	Tutorial	Practical/ Practice		
DSC - 16 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

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

Learning outcomes

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

SYLLABUS-

UNIT-I (15 Hours)
Schizophrenia Spectrum Disorder (Clinical Picture and Dynamics) and Personality Disorders (Clinical Picture only): Schizophrenia; Antisocial Personality Disorder, Borderline Personality Disorder

UNIT-II (18 Hours)
Somatic Symptom & Related Disorders, Substance Related Disorders and Gender dysphoria (Clinical Picture Only): Functional Neurological Symptom Disorder

(Conversion Disorder); Alcohol Use Disorder; Drug Abuse and Dependence (Opioids, Stimulants, Sedatives, Hallucinogens); Gender Dysphoria

UNIT-III

(12 Hours)

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

Practical Component: (30 Hours)

Suggestive Practicals

A total of two practicals from any of the following:

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

Tutorial Component: Nil

Essential/recommended readings

Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.

Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.

Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive readings

Das, J.P. (2020). *Reading difficulties & dyslexia: Essential concepts and programs for improvement*. SAGE Publications India Pvt. Ltd.

Gururaj, G. et. al. (2016) *National mental health survey of India, 2015-16: Prevalence, patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.

Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE Publications India Pvt. Ltd.

Kapoor, S. & Jena, S.P.K. (2013). Emotional expression and self-concept of children with learning disabilities. *Indian Journal of Clinical Psychology*, 40(2), 155-158.

Singh, A.K. (2016) *Modern abnormal psychology* (Hindi), Motilal Banarsidass Pvt Ltd.

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

**DISCIPLINE SPECIFIC CORE COURSE 17: MANAGING HUMAN CAPITAL AT
WORKPLACE**

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

Course title & Code	Credits	Credit Distribution of the Course			Eligibility	Pre – requisite
		Lecture	Tutorial	Practical /Practice		
DSC 17: Managing Human Capital at Workplace	4	3	0	1	Class 12th pass	Nil

Learning Objectives

The learning objectives of this course are as follows:

- To help students understand the various processes and practices related to Human Capital.
- Enable students to develop a connection between concepts, process and practices in organizations.
- Understanding counterproductive behavior in organization.
- To develop the understanding of the importance of employee talent and job analysis at workplace.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Learners will be able to understand the different processes and practices related to human capital.
- Learners will be able to understand issues, functioning and challenges of managing human capital at workplace.
- Learners will be able to develop knowledge and skills related to employee recruitment, Job Analysis and talent management.

UNIT-I: Job Analysis and Talent Management (15 Hours)

Basics of job Analysis, Methods for Collecting job Analysis Information, Writing Job Description, Talent Management Process, Profiles in Talent Management: Competencies and Competency-Based Job Analysis.

UNIT-II: Attraction and Socialization: An Organizational Perspective (15 Hours)

Recruitment Process: Applicant's Perspective, Organizational Socialization: Diversity in Organization.

UNIT-III: Counterproductive Behavior at workplace (15 Hours)

Nature of Counterproductive Behavior, Ineffective Job Performance, Employee Absenteeism, Employee Turnover, Odd Forms of Counterproductive Behavior .

Practical Component: (30 Hours)

1. Understanding any one tool for human behavior (FIRO-B, 16PF, MBTI, CWB-C by Spector et al. (2006).
2. Case study on an Indian Organization based on primary data, on Job Analysis, Talent management, Organizational socialization, diversity in organizations, Counterproductive Work Behavior.

Essential/Recommended Readings:

- Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning. (Unit 1: chapter 2; Unit 2: chapter 4, chapter 5, chapter 6)
- Dessler, G., & Varkkey, B. (2020). *Human Resource Management* (16th Edition). New Delhi, India: Pearson Education. (Unit 1: chapter 1, chapter 4; Unit 3: chapter 8)
- Jex, S.M. & Britt, T.W. (2014) *Organizational Psychology: A Scientist-Practitioner Approach*. John Wiley & Sons.
- Lynton, R. P., & Pareek, U. (2011). *Training for development*. SAGE publishing India.
- Rao, V.S.P. (2009) *Human Resource Management*. (2nd ed.). Excel books (Unit 1: chapter 1, chapter 3; Unit 2: chapter 4, chapter 5; Unit 3: chapter 13)

Suggestive readings

- Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today*. Routledge.
- DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2020). *Fundamentals of human resource management*. John Wiley & Sons.
- Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). *International Human Resource Management* (4th Edition) New Delhi: Sage.
- Bhatnagar, J. & Budhwar, J. (2009). *The Changing Face of People Management in India*. London: Routledge.
- 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.

DISCIPLINE SPECIFIC CORE COURSE 18: Cultural and Indigenous Perspectives on Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 18: Cultural and Indigenous Perspectives on Psychology	4	3	0	1	Class 12th pass	Nil

Learning Objectives

- Understanding the concept of Culture
- Understanding the role of culture in understanding social behavior.
- Exploring psychological insights in the Indian thought traditions.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be exposed to the area of Culture
- By studying this course, the students will understand the cultural influence on social behaviour
- By studying this course, the students will become aware of the emerging issues and challenges of indigenization and psychological perspective Indian traditions.

SYLLABUS OF DSC-

UNIT-I: (16 hrs.)

An introduction to Cultural psychology: What is Cultural Psychology? Relationship between Culture and Psychology: A historical perspective; Dynamics of interdependence (self system and social system); Theoretical issues in cultural Psychology .

UNIT-II: (15 hours.)

Culture, Self and Social Behavior: Culture and Social structure; Culture, self and identity; Multicultural identities, Culture and social behaviour

UNIT-III: (14 hours.)

Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions, self and identity; Indigenization of psychology in India.

Practicum: (30 hours)

A total of two practicals (from different units) of the following:

1. Studying culture as a variable
2. Cultural implication on self and identity
3. Exploring role of culture in social behaviour
4. Understanding Indian perspective on emotions, self and identity

Essential/Recommended Readings:

- Adair, John. G. (2002). How International is International Psychology? *International Journal of Psychology*, 37, 160-170.
- Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*. p. 374-398. New Delhi: Concept Publishing Company.
- Bansal, P. (2022). Insurrections of indigenous knowledges: Debating 'critical' in indigenous psychologies. *Culture & psychology*, 0(0). <https://doi.org/10.1177/1354067X221145897>
- Allwood, C. A. (2002) Indigenized psychologies, Social Epistemology: A Journal of Knowledge, *Culture and Policy*.16:4, 349-366, DOI: 10.1080/0269172022000064621
- Chaudhary, N., Misra, G., Bansal, P., Valsiner, J. & Singh, T. (2002). Making Sense of Culture for the Psychological Science. *Review of General Psychology*, Vol.0(0) 1-17
- Fox, S. (2019). Culture and Psychology, Sage.
- Gergen, K. J. (2010). *The Acculturated Brain. Theory & Psychology Vol.20(6)*1-20
- Kitayama, S. & Cohen, D. (2007). *Handbook of Cultural Psychology*. The Guilford Publication New York.
- Miller, J.G. (1996). Theoretical issues in cultural Psychology. In Berry, J.W., Poortinga, Y., & Pandey, J. (Eds.) (1996) *Handbook of Cross-Cultural Psychology: Theory and Method*. (vol. 1), Boston: Allyn & Bacon.
- Misra, G & Dalal, A.K. (2015). *Psychology for India: Essays by D. Sinha*. New Delhi: SAGE
- Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*. p. 421-439. New Delhi: Concept Publishing Company.
- Sinha, D. (1993), Indigenization of psychology in India and its relevance. In U. Kim and J. W. Berry (eds), 1993, *Indigenous Psychologies Research and Experience in Cultural Context* (Newbury Park: Sage Publications), pp. 30±43.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE 10:
Organizational Change and Development**

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

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
DSE 10: Organizational Change and Development	4	3	0	1	Class 12th pass	Nil

Learning Objectives

The learning objectives of this course are as follows:

- To develop a conceptual and practical understanding of models for planning change and development in organizations with a focus on the Indian context.
- To equip the students in designing different types of intervention strategies for organizational development.
- To acquaint students with the various techniques used in the process of Organizational Development.

Learning Outcomes

The learning outcomes of this course are as follows:

- Learners will be able to develop conceptual understanding of change in organizations.
- Learners will be able to understand action research and its role in organizational development.
- Learners will be able to understand the skills of interventions for organization development through various methods.

SYLLABUS OF DSC-

UNIT-I:ORGANIZATIONAL CHANGE

(15 Hours)

Concepts, types of change, Change Models, Resistance to Change, Case studies in the Indian context, Models of Planned Change - Systems Model of Change, Lewin's Force Field Analysis Model, Kotter's Eight-step Change Management Model. Appreciative Inquiry

UNIT-II: ORGANIZATIONAL DEVELOPMENT**(15 Hours)**

Nature, History and Process of OD, Action Research, Seven Steps in the Cyclical Phase of Planned Change.

UNIT-III: METHODS OF ORGANIZATIONAL DEVELOPMENT (15 Hours)

Three levels of intervention (Individual, group and organization level). Survey Feedback, Grid Organizational Development, Process Consultation, Gestalt, and Comprehensive Interventions.

Practical Component:**(30 Hours)**

Two practicums to be done, one each from the following two areas:

1. One practicum based on techniques of appreciative inquiry (eg. Strengths, Opportunities, Aspirations, and Results (SOAR) analysis) Unit 1 or 2.
2. Understanding of Organizational Change/Development based on Case study method for Unit 1 or 3.

Essential/Recommended Readings:

French, W.L.; Bell, C., & Vohra. V. (2021) *Organization Development: Behavioural Science Interventions for Organization Improvement*. Pearson, India [Chapter 2, 5, 6, 7, 9, 10 and 11]

Pareek, U. N. (2004, February 1). *Understanding Organizational Behaviour*. [Chapter 27 and 28]

Singh, K. (2010). *Organizational Behaviour. In Text and Cases*. Pearson [Chapter-17]

Cummings, T.G.& Worley, C.G. (2009). *Organizational Development and Change* (9th Ed.) South-Western Cengage Learning: Mason OH. [Chapter 2 and 9]

Seijts, G.H. (2006). *Cases in Organizational Behaviour*. Sage: New Delhi

Priest, K. L., Kaufman, E. K., Brunton, K., & Seibel, M. (2013). Appreciative Inquiry: A Tool for Organizational, Programmatic, and Project-Focused Change. *Journal of Leadership Education*, 12(1). DOI:[10.12806/V12/I1/R2](https://doi.org/10.12806/V12/I1/R2)

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE 11:
Neurocognitive Disorders**

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

	Credi	Credit Distribution of the Course			Eligibility	Pre – requisite of
		Lecture	Tutorial	Practical/Practice		
DSE 11: Neurocognitive Disorders	4	3	0	1	Class 12th pass	Nil

Learning Objectives

- Developing knowledge of the neurocognitive disorders recognised in the latest classification system.
- Recognizing the clinical features of neurocognitive disorders
- Understanding the presumed causes of these disorders.

Learning Outcomes

- To create a foundation for a career in Clinical Psychology
- To show an understanding of the clinical features of brain impairment in adults
- Understand the various neurocognitive disorders in Clinical Psychology

Syllabus of DSE

UNIT-I: (15 hours)

Introduction: Brain Impairment in Adults (Clinical Signs of Brain Damage, Diffuse Versus Focal Damage, The Neurocognitive/Psychopathology Interaction); Delirium (Clinical Picture, and Etiology)

UNIT-2: (15 hours)

Neurocognitive Disorders due to Traumatic Brain Injury, Parkinson’s Disease, Huntington’s Disease (Clinical Picture, and Etiology)

UNIT-III:**(15 hours)**

Neurocognitive Disorder due to Alzheimer's Disease (Clinical Picture, and Etiology)

Practicals:**(30 hours)**

Two practicums to be done, one each from the following two areas:

1. Clinical case analysis with the use of secondary data obtained from movies.
2. Neuropsychological testing (any one test) which is clinically appropriate.

Essential/Recommended Readings:

Hooley, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. (2017). *Abnormal psychology* (17th ed., global edition). Boston: Pearson.

Goldstein, S. & DeVries, M. (2017). *Handbook of DSM-5 disorders in children and adolescents*. Springer International Publishing AG.

Suggestive Readings:

Brinkerhoff, S. (2014). *Childhood and adolescent disorders*. Simon and Schuster.

Kendall, P.C., & Comer, J.S. (2010). *Childhood disorders*. USA: Taylor and Francis.

Whitbourne, S.K., & Halgin, R.P. (2015). *Abnormal psychology: Clinical perspectives on psychological disorders* (7th ed.). India: McGraw Hill Education Pvt. Ltd.

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text revision)-DSM-5-TR™.

Dailey, S.F., Gill, C.S., Karl, S.L., & Barrio Minton, C.A. (2014). *DSM-5: Learning Companion for Counselors*. Alexandria, VA: American Counseling Association.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 12-: Research Methods in Applied Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title	Credits	Credit distribution of the course			Eligibility	Pre-requisite
		Lecture	Tutorial	Practical/ Practice		
DSE 12: Research Methods in Applied Psychology	4	3	0	1	Class pass 12th	Nil

Learning Objectives

After doing the course, the students would

- Understand the meaning, purpose and process of research
- Develop knowledge of the ethical issues involved in psychological research
- Know the basic paradigms of research
- Develop a basic understanding of the various qualitative and quantitative research methods
- Understand action research as an important method of research.

Learning outcomes

By studying this course, students will be able

- To understand the importance of research
- To understand the basic concepts and issues pertinent in research
- To be able to carry out a research project by using appropriate research methods and tools
- To be able to appreciate the role of action research in applied settings.
- To be able to understand how to conduct action research.

SYLLABUS OF DSE-

UNIT-I

(15 Hours)

Introduction: Paradigms of Research (Positivist and Interpretive), Steps and approaches in quantitative and qualitative research; Experimental and Correlational research; Sampling

techniques, Tools and techniques of data collection (observation, interviews, surveys), Ethics in Psychological Research

UNIT-II: (15 hours)

An introduction to Action Research: What is Action Research, Essential features of action research, Conceptual models of action research, methodology in action research, Action research in social Psychology

UNIT-III: (15 hours)

Participatory Action research: Participatory Rural Appraisal, Participatory Learning and Action, Techniques/ methods of participatory research/action research

Practicals: (30 Hours)

Total of two practicums- one each from the following areas:

- 1 One practical based on qualitative or quantitative research such as experiment, observation, thematic analysis etc.
- 2 One practical of the following:
 - a. Case study on action research
 - b. Designing action research using mixed method paradigm
 - c. Field study based on Participatory Rural appraisal
 - d. Inquiry using participatory learning and action

Essential/Recommended Readings:

- Chambers, R. (2005). *Participatory Rural Appraisal: Methods and Applications in Rural Planning*. Concept Publishing Company
- Creswell. J.W. & Creswell, J.D. (2017) *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (4th Ed.). Sage, Newbury Park. International (P) Ltd.
- Kerlinger, F.N. & Lee, H.B. (1999). *Foundations of Behavioural research*. Wadsworth Publishing.
- Kumar, S. (2002). *Method for Community Participation: A complete Guide for Practitioners*. Vistaar Publications.
- McNiff, J. (2013). *Action research: Principles and practice*. Routledge
- Newman, W. L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education.

Suggestive Readings

- Adelman, C. (1993). Kurt Lewin and the Origin of Action Research. *Educational Action Research*, Vol.1 No.1 7-24
- Bryman, Alan. (2021). *Social Research Methods* [6th edition]. Oxford University Press
- Kemmis, S; & Taggart, M.R. (2005) Participatory Action Research: Community Action and Public Sphere. In Denzin., N.& Lincoln, Y.S. (Ed.) *The Sage Handbook of Qualitative Research*, 3rd Edition. Sage Thousand Oaks.

- Molineux, J. (2018). Using Action research for change in organizations: Processes, Reflections and Outcome. *Journal of Work Applied and Management* Vol.10(1)pp 19-34
- Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. Sage.
- Simon, A.F. & Wilder, D. (2018). Action Research in Social Psychology. *Archives of Scientific Psychology*, (6) 169-177.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 13– CONTEMPORARY THERAPEUTIC APPROACHES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title &	Credits	Credit distribution of the course			Eligibility	Pre-requisite
		Lecture	Tutorial	Practical/ Practice		
DSE 13:	04	03	0	01		
Contemporary therapeutic approaches					Class 12th pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the students to cutting-edge therapeutic approaches that are globally used, but generally not included within traditional counselling theories
- To facilitate development of evidence based counselling skills

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course the student will be able to broaden their understanding of the scope of counselling psychology
- By studying this course the students will understand newer approaches that are informing contemporary counselling practice.

SYLLABUS OF DSE-

UNIT-I: (15 Hours)

Case conceptualization and intake interview, Diversity and social justice issues in psychotherapy, Somatic therapy (Levine) and EMDR (Eye movement desensitization and reprocessing by Shapiro), Emotion Focused Therapy

UNIT-II: (15 Hours)

Narrative therapy, Mindfulness based approach, Dialectical Behaviour Therapy, Acceptance-Commitment Therapy

UNIT-III: (15 Hours)

Creative approaches in counselling and Psychotherapy (arts, music, dance), Integrative modalities/Common factor approach

Practicals: (30 Hours)

A total of two practicals (from different units) of the following:

1. Skill based practicum based on narrative therapy
2. Skill based practicum based on dialectical behaviour therapy
3. Skill based practicum on Acceptance Commitment Therapy
4. Use of creative approaches in counselling
5. Case conceptualization based on secondary data
6. Mindfulness training
7. Counselling case studies and intake interview using role plays

Essential/Recommended Readings:

- David Capuzzi & Mark D. Stauffer (Eds) (2016). *Counselling and Psychotherapy: Theories and Interventions*. (6thed.). APA (Creative approaches to counselling, Narrative)
- Jones-Smith, E. (2020). *Theories of Counselling and Psychotherapy: An Integrative Approach*. Sage.
- Edward Neukrug (Editor) (2020). *Contemporary Theories in Counselling and Psychotherapy*. Cognella Academic Publishing. ISBN-13 : 978-1516581306
- Tinsley, H. E. A., Lease, S.H., & Giffin Wiersma, N. S. (Eds) (2015) *Contemporary Theory and Practice in Counselling and Psychotherapy*. Sage (for dialectical behaviour, narrative, integrative theory)
- Jay L. Lebow (Ed.) (2008). *Twenty-First Century Psychotherapies: Contemporary approaches to theory and practice*. John Wiley and Sons
- Seligman, L & Reichenberg, L.W. (2010) *Theories of counselling and Psychotherapy*. New Jersey: Pearson ((Narrative, Emotion focused)

Suggestive Readings:

- Colin Feltham, Terry Hanley, & Laura Ann Winter (2018). *The Sage Handbook of Counselling and Psychotherapy*. (4th Ed.). Sage
- Sommers-Flanagan, J. & Sommers-Flanagan R. (2004). *Counselling and Psychotherapy theories in Context and Practice: Skills, Strategies and Techniques*. John Wiley and Sons (chapter 12 on multicultural and non-westren theories)
- Tracy D. Eels. (Ed) (2007). *Handbook of Psychotherapy Case Formulation*. Guilford (Chapter 1 and 2)

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**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
B.A. (Hon) Applied Psychology**

Semester VI

GENERIC ELECTIVE COURSE – 18: Understanding Human Resources

GE

GE 18 Understanding Human Resources

GE 19 Group Processes and Dynamics at Work

GE 20 Disability and Rehabilitation

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

GENERIC ELECTIVE COURSE – 18: Understanding Human Resources

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility	Pre-
		Lecture	Tutorial	Practical/ Practice		
GE 18: UNDERSTANDING HUMAN RESOURCES	4	3	1	0	Class 12th Pass	Nil

Learning Objectives

- To enable students to understand the HR Management and system in various industries or organisations.
- To help students focus on and analyse the issues and strategies required to select and develop manpower resources.
- To develop relevant skills necessary for application in HR related issues.

Learning outcomes

- The students will be able to develop the understanding of the concept of human resource management and to understand its relevance in organisations.
- It will enable students to effectively manage and plan key human resource functions within organisations.
- The student will be able to integrate the knowledge of HR concepts to take correct business decisions.

SYLLABUS

UNIT-I (15 Hours)

Acquisition of Human Resources- Human Resource Planning: Job Analysis (any one technique); Recruitment: Sources, Resume Preparation; Selection: Process; Interview, Testing.

UNIT-II (9 Hours)

Development of Human Resources- Training: Process, Training Need Analysis, Training methods; Career Development and Planning: Career Development and Life Stages, Career Self-Management

UNIT-III

(9 Hours)

Rewarding Human Resources- Performance Appraisal: Process, Methods: Behavior Oriented Methods (Absolute- Critical Incidents, Forced Choice, Behaviorally Anchored Rating Scales, BARS & Relative- Forced Distribution, Individual, Paired Comparison); Result Oriented Appraisal; 360 degrees feedback; Creating Performance Management Systems

UNIT-IV

(12 Hours)

HRM and IHRM- Introduction to Human Resource Management (HRM): HRM and HRD; International Human Resource Management (IHRM): Policies and Practices (Global Talent Management, Expatriate Training, Performance Management).

Practical component - Nil

Tutorial Component:

(15 Hours)

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

- Mock Recruitment Process
- Training Needs Analysis (TNA)
- Performance Appraisal Role Play
- Discussion of case Study on relevant Human Resource Management concerns

Essential/recommended readings

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: policies and practices for multinational enterprises* (3rd ed.). New York: Routledge.

De Cenzo, D. A. & Robbins, S.P. (2021). *Fundamentals of human resource management*. (14th edn.). NY: Wiley.

Harzing, A. W. (2011). *International human resource management*. SAGE.

Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.

Suggestive readings

Deb, T. (2006). *Strategic approach to human resource management: Concept, Tools & application*. Atlantic Publisher

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

GENERIC ELECTIVE: 19 GROUP PROCESSES AND DYNAMICS AT WORK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-19 GROUP PROCESSES AND DYNAMICS AT WORK	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- Equip students with an understanding of the principles and processes of group dynamics and interactions from a psychological perspective.
- Facilitate everyday application of various aspects of group dynamics including group interactions, decision-making, communication, and leadership.

Learning Outcomes

- Demonstrate an understanding of the nature and characteristics of groups and teams within organizations.
- Critically examine the ways in which group dynamics influence group interactions and decision-making processes.
- Identify and analyze the dynamics of communication and reflect on strategies to improve communication in organizations.
- Demonstrate an understanding of various psychological perspectives on leadership in organizations; reflect upon contemporary leadership roles; and apply best practices to group leadership.

SYLLABUS

UNIT-I

(9 Hours)

Groups and Teams: Basic features of groups (status, norms, roles, cohesiveness); Differences between groups and teams; Stages of Group Development (Tuckman Model); Team-building.

UNIT-II

(12 Hours)

Group Processes and Decision Making: Group Interaction (facilitation, loafing); Group Decision Making (Brainstorming, Group think; Polarization).

UNIT-III

(12 Hours)

Organizational communication: Objectives of Communication; Communication model; Direction of communication; Grapevine; Barriers to effective communication; Enhancing Communication Effectiveness.

UNIT-IV

(12 Hours)

Leadership in the Contemporary World: Overview to early approaches to leadership (trait, behavioural), Contingency (Fiedler's contingency model), Contemporary issues in leadership- Charismatic, Transformational & Transactional Leadership; Implicit leadership; Authentic leadership; Contemporary leadership roles (Mentoring, Self-leadership, Online leadership); Indian Perspective (Nurturant Task Leadership).

Practical Component:

(30 Hours)

Suggestive Practicals

- Design and roll out a team building intervention
- Compare the effectiveness of individual vs group decision making OR Identify the dynamics of group decision making- group think and/or group polarization using textual/film/experiential analysis
- Assess your own leadership style using any one standardized tool of leadership / Analyze leadership style of any one leader using archival research.

Tutorial Component: Nil

Essential/ recommended readings

Forsyth, D. R. (2018). *Group dynamics*. Cengage Learning.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behavior: An evidence-based approach* (14th ed.). IAP.

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

Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behavior*. Pearson Education India.

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

Suggestive readings

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of psychology*, *60*, 421-449.

Levi, D., & Askay, D. A. (2020). *Group dynamics for teams*. Delhi: Sage Publications.

Wood, J. D. (1990). New Haven Nighthawks. In J. R. Hackman (Ed.), *Groups that work (and those that don't)* (pp. 265- 279). San Francisco: Jossey-Bass Publishers.

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

GENERIC ELECTIVE– 20: DISABILITY AND REHABILITATION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility	Pre-
		Lecture	Tutorial	Practical/ Practice		
GE-20 DISABILITY AND REHABILITATION	4	3	1	0	Class 12th Pass	Nil

Learning Objectives

- To orient students to the concept of disability and rehabilitation
- To impart information related to models practiced in disability and rehabilitation
- To develop an understanding of ethics, policies and psychosocial aspect of disability and rehabilitation

Learning outcomes

- Understand the concept of disability and rehabilitation
- Learn about the skill development and employment perspective
- Apply the policies and acts in welfare of disability and rehabilitation

SYLLABUS

UNIT-I

(12 Hours)

Introduction- Basic overview of Disability (Terminology, types and Neurodiversity); Impairment, Activity and Participation; Disability in India; Basic overview on Rehabilitation (Terminology and types); Role of a Rehabilitation Professional

UNIT-II

(12 Hours)

Models of Disability and Rehabilitation- *Models of Disability-* Medical Model, Social Model, Overview of Charity and Empowerment Models; *Models of Rehabilitation-* Psycho-social Model, Community Based Rehabilitation Model, Overview of other models (Home Based Rehabilitation Model, Institute Based Rehabilitation Model); Assessment and certification of Disability in India.

UNIT-III

(12 Hours)

Psycho-social aspects of Rehabilitation- Accessibility and Advocacy; Social support-Family, Self-help groups etc; Skill Development and Employment

UNIT-IV

(9 Hours)

Provision and Ethics- Rehabilitation ethics; Rehabilitation policies and Acts- The Rights of Persons with Disabilities Act , 2016; Mental Health Care Act,2017; Rehabilitation Council of India Act,1992; Provision and Schemes

Practical component – Nil

Tutorial Component:

(15 Hours)

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

- Analysing the review for disability research and making research based student presentations
- Participation in Self- help groups for understanding Community Based Rehabilitation
- Analysing films on disability to promote inclusivity.
- Analysis of Case Studies related to Disability Rehabilitation
- Study of Government initiatives for education and rehabilitation of children with disabilities
- Study of Policy documents on issues of disability

Essential/recommended readings

Arora, M.K. (2022). *Neurodevelopmental disorders in the indian context: different disorders speak different stories*. New Delhi: Prestige Publications.

Caplan, A. (1988). Is medical care the right prescription for chronic illness. *The Economics and Ethics of Long-Term Care and Disability*. Lanham, Md.: University Press of America, 73-89.

Dalal, A .K.,&Misra,G. (2010). *The core and context of Indian psychology; Psychology and Developing Societies*, 22(1), 121–155.

Ghai, A. (2015). *Rethinking disability in India*; New Delhi: Routledge.

Markowitz, G., &Rosner, D. (1989). The illusion of medical certainty: Silicosis and the politics of industrial disability, 1930–1960. *Milbank Quarterly* 9; 67Suppl2 Part 1, 228-253.

Mohopatra C. S., 2004 ‘*Disability management in India*’ National Institute for the Mentally Handicapped (NIMH).

Nagi, S. (1965). Some conceptual issues in disability and rehabilitation. *Sociology and rehabilitation*. In: M. OCR for page 32

Linton, S. (1995). *Claiming disability: Knowledge and identity* NY: New York University Press, 199 pp.

Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.

The Mental Healthcare Act, 2017 (No. 10 of 2017). (2017). Ministry of Law and Justice (Legislative Department) <https://egazette.nic.in/WriteReadData/2017/175248.pdf>

The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016

Suggestive readings

Aberecht, G. (2006). (Ed.). *Encyclopedia of disability*. Chicago: Sage Publications.

Berkowitz, E., & Fox, D. (1989). The politics of social security expansion: Social security disability insurance, 1935–1986. *Journal of Policy History* 1(3):233-260.

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