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French, W. L. & Bell, C. H. (2004). *Organization Development : Behavioral Science Interventions for Organizational Improvement*, 6<sup>th</sup> Edition, New Delhi: Pearson (Chapters 1,2,3,4, and 7 for Unit 1, Chapter 14: Contract between consultant and client (Unit 1), Chapter 9: Team Interventions (Unit 3), Ch 10: intergroup and 3<sup>rd</sup> party interventions (Unit 3), Chapter 11 for Comprehensive OD interventions(Unit 3), Chapter 12 for Technostuctural interventions and applicability of OD (Unit 4), chapter 16, 17 and 18 (power and politics, research on OD and Future of OD) For Unit 4).

Robbins, S. P., & Judge, T. (2013). *Organizational behavior* (15th ed.). Boston: Pearson. (Chapter 18: Organizational Change (Unit 2), creating a culture of change (Unit 2), Lewin's and Kotter's model of change (Unit 2))

**Paper: AP/30002B: Training and Consultancy in Organizations (Elective)**

Maximum Marks 100

Credits: 4

**Course Objectives:**

1. Understand the relevance of training as a development intervention and learn designing, implementing and evaluating the training program,
2. Understand the nature and value of organizational consultancy for organizational problem solving and effectiveness.

**Unit I:** Nature and value of Organizational consultancy, Roles and Responsibilities of organizational consultants, Preparing and contracting with the organization for consultancy, Building capabilities for consulting, Ethical issues in consulting.

**Unit II:** Creating a culture of consulting and coaching, the seven-eyed process model of supervision, shadow consultancy and consultant teams, the skills of consultants: core skills and capabilities, key qualities and capacities

**Unit III:** Training: role of Organizational environment, Stages, proactive and reactive route, Training Needs assessment, Training objectives, learning and motivational principles involved in training, Role of trainer in training, the training course: Selection, design and delivery

**Unit IV:** Methods of training and their critical evaluation, e-training, Assessing the effectiveness of training, Competency based Training and Development. Training and development in India: The National Training policy, Training and Development Scenario of Various sectors in India

**Unit V:** 2 practicum based on the above four units

### References:

Aamodt, M. G., & Aamodt, M. G. (2010). *Industrial/organizational psychology: An applied approach*. 6<sup>th</sup> Edition, Belmont, CA: Wadsworth.(Chapter 8: for Unit 3 and 4)

Bhattacharyya, D.K. (2015). *Training and Development: Theories and Applications*, New Delhi: Sage publications. (Chapter 5: for Competency based Training and Development (Unit 4)

Buckley, R. & Caple, J. (2009). *The theory and practice of training*, 6<sup>th</sup> Edition, London: Kogan Page (Chapters 1-8 for Unit 3, Chapter 12 for Unit 3, Chapters 9 and 10 for Unit 4)

Chadha, N.K. (2012). *Human Resource Management*, 3<sup>rd</sup> Edition, New Delhi: Shri Sai Printographers (Chapter 7- Training and Development for Unit 3 and 4)

Hawkins, P. & Smith, N. (2013). *Coaching Mentoring and Organizational Consultancy: Supervision, Skills and Development*, 2<sup>nd</sup> edition, Berkshire: Tata Mc Graw Hill. ( Chapter 6 for creating a culture of consultancy (Unit 2), Chapter 9 for the 7-eyed process model of supervision (unit 2), chapter 11 for shadow consultancy of consultant teams (Unit 2) chapter 13 and 14 for skills of consultants (Unit 2))

Hodges J. (2017), *Consultancy, Organizational Development and Change*, Kogan Page (Chapter 1, 2, 3, 7 and 8 for Unit 1)

Maximum marks: 100

**Course Objectives:**

1. Increased understanding and insights to culture and cultural frameworks for acquiring competencies for situations such as working/studying abroad, working/interacting with foreigners, participating in multicultural management
2. Making the students learn about the art of cross-cultural management

**Unit I:** Introduction to the Global Business Environment and Cross Cultural Management, Definitions and Models of Culture

**Unit II:** The Role of Regional, Industry, Corporate and Professional Cultures, Managing Knowledge across Borders

**Unit III:** Leadership and Cross-Cultural Teams, Corporate Culture and Cross-Border HRM and Employment Practices: case examples

**Unit IV:** Cross cultural training: effectiveness and myths, Global careers - Expatriation and repatriation, Leadership in multi-cultural organizations, employer-employee relationships and cross-cultural management.

**Unit V:** Two practicum based on the 4 units

**References:**

Browaeyes, M.J. and Price, R. ( 2011) Understanding Cross – Cultural Management, 2nd edition. Harlow: Pearson Education Limited

Dicken, P. (2011 ) The Global Shift: Mapping the changing contours of the world economy, sixth edition, London, Sage.

Understanding Cross-Cultural Management, Pearson Education, by Marie-Joëlle Browaeyes and Roger Price, 2011.

Cross-Cultural Management: Essential Concepts, Sage, by David Thomas, 2008.

International dimensions of organizational behavior. Cengage Learning, by Nancy J. Adler, and Allison Gundersen, 2007.

Culture, Leadership and organizations, The GLOBE study of 62 societies by House, Hanges, Javidan, Dorfman and Gupta, 2004.

A Critique of Hofstede's Fifth National Culture Dimension by Tony Fang. International

Journal of Cross Cultural Management, Dec 2003; 3(3):347- 368. Accessible through ABI/INFORM Global.

**Paper: AP/30001C: Critical Psychology (Elective)**

Maximum marks: 100

Credits: 4

**Course Objectives:**

1. To promote and study of a psychology that is committed to addressing the pressing social issues of current time.
2. This course offers Students a critique of mainstream psychology that grants psychologists an opportunity to think critically and creatively about how best to serve a wide range of individuals and communities.

**Unit I:** Introduction: Critical Psychology and Psychology for Liberation: Values, Assumptions, Theory and Application, Social identities,

**Unit II:** Qualitative Enquiry of Psychology, Stereotype Threat, Racial Socialization and Mental health, Lesbian and Gay Psychology: A Critical Analysis.

**Unit III:** Critical Theory, Postmodernism, and Hermeneutics: Insights for Critical Psychology Relationship between power and knowledge in psychology, Psychology of Oppression.

**Unit IV:** Understanding and Practicing Critical Psychology, Methods of Liberation: Critical Consciousness, Double Consciousness, and Therapy of Capitalism, Crisis Counseling.

**Unit V:** Two Practicum Based on Unit I to Unit IV.

**References:**

Isaac Prilleltensky and Dennis Fox (1997) Critical Psychology an Introduction, edited by Dennis Fox and Isaac Prilleltensky. Sage Publication. New Delhi.

M. Montero & C. Sonn (2009) (Eds.), *Psychology of Liberation: Theory and Applications* (51-72). New York: Springer.

Fals Borda, O. (1988). *Knowledge and people's power: Lessons with peasants in Nicaragua, Mexico and Columbia*. New Delhi: Indian Social Institute.

Eric Greene (2017). The Last Psychology, Part Two. The Capitalism of Therapy and the Therapy of Capitalism: The Journal of Critical Psychology, Counseling and Psychotherapy (Vol.17,2017)

Cheryan, S., & Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of "model minority" status. *Psychological Science, 11*(5), 399-402.

Kaiser, C. R., & Miller, C. T. (2001). Stop complaining!: The social costs of making attributions to discrimination. *Personality and Social Psychology Bulletin, 27*, 254–263.

Hoff. L.A., (2009) People in Crisis: Clinical and Diversity Perspective (6<sup>th</sup> ed.) Routledge.

**Paper: AP/30002C: Counseling and Socio-Cultural Context (Elective)**

Maximum Marks 100

Credits: 4

**Course Objective:**

1. To acquaint student with theoretical basis of counseling skills, counseling models, counselor's personal and professional issues and growth and ethical and legal issues.
2. To Understand assessment, appraisal and special concerns in Counseling.

**Unit I:** Introduction: Meaning and definitions of counseling; Goals and Scope of counseling; Qualities of an effective Counselor; Counselee-Counselor relationship; Personal and professional development; Ethical and Legal issues in counseling.

**Unit II:** Counseling Skills: Nature and definitions of Acceptance, Genuineness, Respect, Warmth, Immediacy; (b) Meaning , definitions and types of : Attending, Observing, Encouraging, Paraphrasing, Summarizing, Reflecting feeling, Confronting, Focusing, Reflecting meaning, Influencing : Interpretation / reframe, Logical consequences , Self disclosure, feedback, information/ suggestions, directive.

**Unit III:** Assessment and Appraisal and Diagnosis in Counseling: Interest, Aptitude and Personality Assessment for Counseling, Nature and Assessment of Creativity, Data Appraisal in Counseling.

**Unit IV:** Special Concern in Counseling: Counseling for Suicide prevention, Substance abuse, Child abuse. Expressive Therapies: Art Therapy, Drama Therapy and Psychodrama.

**Unit V:** Two Practicum Based on Unit I to Unit IV.

**References:**

- Edward E., Jacobs; Robert L., Masson & Riley L., Harvill. (2001) *Group Counseling: Strategies and Skills*. (4th edi) London: Wadsworth.
- Gladding .T.S (2017). *Counseling: A Comprehensive Profession*. (7<sup>th</sup> ed.) Pearson.
- Malchiodi, C.A. (Ed.). 2005. *Expressive Therapies*. The Guilford Press Newyork.
- Cormier, S., & Hackney, H. (2013) *Counseling strategies and interventions* (8th International Edition). London: Pearson.)
- Hoff. L.A., (2009) *People in Crisis: Clinical and Diversity Perspective* (6<sup>th</sup> ed.) Routledge.

**Paper: AP/30003C: Psychology of Relationships (Elective)**

Maximum marks: 100

Credits: 4

**Course Objectives:**

1. To understand the psychology of interpersonal relationship for meaningful and engaged lives that enhances the Well being.
2. To equip the student with the skills, to practice and promote positive relationships of themselves and others.

**Unit I:** Introduction: Nature, Scope, Types of Relationships., Psychology of Love and Hate: Passionate Love, Sadism, The power of Positive relationship.

**Unit II:** Theory and Implications for Intimate Relationships, Interpersonal Hate from Clinical Perspective, Gender Myths.

**Unit III:** Interventions: Developmental perspective on relating with children, adolescents, adults and the elderly; Understanding the relational dynamics of social exclusion, violence and marginalization (disabled, LGBT, caste and tribal status etc.).

**Unit IV:** Therapeutic Relationship: Transference, Counter-transference and Imagination, Family Counseling, Marriage and Couple Counseling.

**Unit V:** Two Practicum Based on Unit I to Unit IV.



**References:**

Wiener. J. (2009). Transference, Countertransference, and the Making of Meaning. Texas A&M University Press

Emma Cuyler And Michael Ackhart (2009) Psychology Of Relationships. Nova Science Publishers, Newyork.

Palmer. S. (2002). Multi-cultural Counseling. Sage

Brgin and Garfeild (2013) Handbook of Psychotherapy and Behavior Change (6<sup>th</sup> ed.) Jhon Wiley & Sons. New Jersey.

**Paper: AP/30004: Practicum based on papers AP/30001, AP/30002 and AP/30003**  
**(Compulsory)**

Maximum Marks: 100

Credits: 4

**Paper: AP/30005: Health Psychology (Open Elective)**

Maximum marks: 50

Credits: 2

1. To develop a general orientation towards Health and disease process through various models of Health Psychology.
2. To understand Psychological causes of Different diseases, psychodiagnostic assessment of different diseases.
3. To introduce different psychological intervention programmes for different diseases and improve the psychophysical health.

**Unit I:** Introduction to Health Psychology-Mind-body relationship, biopsychosocial model of health, Biological bases of Health-Nervous system, Central nervous system, Life expectancy and diseases pattern, Health Behaviour, Hazardous Lifestyle for Drug and substance usage.

**Unit II:** Illness: The cardiovascular System, Cancer and Psychoneuroimmunology, Acquired Immune Deficiency Syndrome (AIDS), Asthma, Gastrointestinal Diseases, Ulcer and Irritable bowel syndrome, Suicide and self harm.

**References:**

- Allen, F. (2010). *Health psychology and behaviour in Australia*. McGraw-Hill.
- Taylor, S. E., & Sirois, F. M. (1995). *Health psychology*. New York: McGraw-Hill.
- Ogden, J. (2012). *Health psychology*. McGraw-Hill Education (UK).

**Paper: AP/30006: Behaviour Modification and Cognitive Behaviour Therapy (Open Elective)**

Maximum marks: 50

Credits: 2

**Course Objectives:**

1. To develop a general orientation towards behavior therapy.
2. To understand develop a general orientation towards cognitive behavior therapy

**Unit I:** Behaviour Therapy & Applied Behaviour Analysis. Behavioural Assessment. Basic concept. Stimulus control Relaxation techniques, Use of behaviour therapy in Problem Behaviour- Internalizing problem behaviour, Externalizing problem Behaviour, Conduct disorders, Behavioural Distortion, Behavioural coding and Behavioural assessment, Case history taking.

**Unit II:** Cognitive and Behavioral Therapy and Approaches: REBT, Understanding, Defining and assessment of the issue: Behavioural Observation, Empathy, Integration of intake. Interventions: Exposure Therapies, Flooding and Implosion, Modeling, Systematic Desensitization, Assertiveness training, EMDR: Application

**References:**

- O'Donohue, W. T., & Fisher, J. E. (Eds.). (2012). *Cognitive behavior therapy: Core principles for practice*. John Wiley & Sons.
- Jena, S. P. K. (2008). *Behaviour Therapy: Techniques, Research and Applications*. New Delhi: Sage.
- Kazdin, A. E. (2001). *Behaviour Modification in Applied settings*, 6th Ed. Wadsworth

**Paper: AP/30007: Psychological Assessment and profiling (Open Elective)**

Maximum marks: 50

Credits: 2

**Course Objectives:**

1. Familiarizing students with the procedure of psychological assessment and profiling
2. Learn assessment and profiling of individuals in different settings using standardized psychological tests.

**Unit I:** Psychological Assessment and profiling: measuring and testing intelligence, aptitude and personality

**Unit II:** Clinical and counselling assessment, neuropsychological assessment, assessment at workplace

**References:**

Cohen, R. J. & Swerdlik, M. E. (2013). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (Eighth Edition). New York: McGraw-Hill.

Murphy, K. R., & Davidshofer, C. O. (2005). *Psychological testing: Principles and applications*. 6<sup>th</sup> Edition Englewood Cliffs, N.J: Prentice-Hall.

**Paper: AP/30008: Applications of Social -Psychological Principles (Open Elective)**

Maximum Marks 50

Credits: 2

**Course Objectives:**

1. To understand the social justice as guiding principle is counseling.
2. To equip with the skills to manage their own life and deal with social realities.

**Unit I:** Introduction: Counseling in Social Psychology and Social Justice, Social Neuroscience, Social Justice Training in Counseling Psychology, Needs and Innovations.

**Unit-II:** Promoting Competence and Reducing Risks, minority influence, Experience of marginalization, group polarization, and risky shift, Causes and cures of Discrimination, Stigma and Deprivation and Prejudice.

**References:**

Rebecca L. Toporek, Fouad, Sadowsky and Israel (2006). *The Handbook for Social Justice in Counseling Psychology: Leadership, Vision, and Action*, Sage Publications

Hogg, A.M. (Ed.) (2003) *Social Psychology*, Vol. I-IV. London: Sage.

Burke, P. J. (2006). *Contemporary Social Psychological Theories*. Stanford Social Sciences

Delamater, J. (2003) *Handbook of Social Psychology*. New York: Kluswer Academic

**Paper: AP/30009: Field Training/ Internship - Theory Practice Integration (Compulsory)**

Maximum Marks: 100

Credits: 4





O'Donohue, W. T., & Fisher, J. E. (Eds.). (2012). *Cognitive behavior therapy: Core principles for practice*. John Wiley & Sons.

Sheldon, B. (2011). *Cognitive-behavioural therapy: Research and practice in health and social care*. Routledge.

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. Guilford press.

**Paper: AP/40003A: Applied Psychophysiology & Biofeedback (Elective)**

Maximum marks: 100

Credits: 4

**Course Objectives:**

1. To introduce the basic concepts of applied psychophysiology and biofeedback, so that the students can apply these techniques in health care
2. To understand the endocrine system in relation to different psychopathological problem of human being

**Unit I:** Introduction, basic concept of and historical developments of psychophysiology and neurofeedback, Electroencephalography: Normative EEG activity, Data acquisition and Signal analysis. Quantitative Scalp analysis: Spectral analysis, Asymmetry metrics, Time frequency analysis, Coherence analysis, Quantitative EEG analysis. Functional Neuroimaging,

**Unit II.** Event related Brain potentials: Quantification of ERP component The N200s, The P300s Electrodermal system: Anatomical and Physiological basis of Electrodermal activity (EDA) recording System. Psychological and Social context. Individual differences in EDA

**Unit III:** Introduction to Endocrine and Exocrine system. Different Endocrine system and its relation to Psychopathology. Different Exocrine system and its relation to Psychopathology. Endocrinology and brain behaviour integration.

**Unit IV:** Partitioning of neuroendocrine Steroids and Peptides between Vascular and cerebral components-Steroid Hormones, Cortisol, Gonadal steroids, Neuroendocrine peptides. and Aggression Psychoendocrine relation to Emotional expression, Psychoendocrine relation to Child development

**Unit V:** Two practicum based on the above four units.





## References

- Ehrhart, M.G., Schneider, B. & Macey, W.H. (2014). *Organizational Climate and Culture: An Introduction to Theory, Research and Practice*, Routledge (Chapters 1-4 for Unit 1, Chapter 5: Unit 2-the emergence, effectiveness and change of organizational cultures.)
- Ang, S & Dyne, L.V. (2008). *Handbook of Cultural Intelligence*, Routledge (Chapters 2-4: Cultural intelligence)
- Ferraro, G.P. (2007), *The Cultural Dimensions of International Business* (5th Ed.). New Jersey: Prentice Hall. (chapter 7: culture shock and coping, Chapter 6: Negotiation (Unit 3), Chapters 3 and 4 for Unit 4 (Communication and Linguistic proficiency), Chapter 8: Developing global managers (Unit 4))
- Early, C. & Mosakowski, E. (2004). *Cultural intelligence*, HBR, (Unit 2)
- Furnham, A. (2005). *The psychology of behaviour at work : the individual in the organization*, 2<sup>nd</sup> ed., Psychology Press ( Chapter 15: Working abroad for culture shock and reverse culture shock and coping)
- Schein, E. H. (2010). *Organizational Culture and Leadership*, 4 th Edition, Jossey-Bass Publishers. (Chapter 1-4 for Unit 2)
- Smircich, L. (1983). Concepts of Culture and Organizational Analysis; *Administrative Science Quarterly*, 28(3): 339-358. (Unit 2: culture as a variable and root metaphor)
- Hofstede, G. (2011). *Dimensionalizing Cultures: The Hofstede Model in Context*. *Online Readings in Psychology and Culture*, 2(1). <https://doi.org/10.9707/2307-0919.1014> (Unit 2)

### **Paper: AP/40002B: Leadership Processes in Organizations (Elective)**

Maximum Marks 100

Credits: 4

### **Course Objectives:**

1. To provide an understanding of concepts and approaches of leadership, competency, capability and its linkages at various work levels in organizations.
2. To acquaint students with critical perspective and emerging forms of leadership

**Unit I:** Leadership: Meaning, Impact on organizational performance, Trait approach to leadership: Personality traits, motives, Cognitive factors, physical and

background factors, influence of heredity and environment, critical evaluation of trait approach.

**Unit II:** Effective Leadership behaviors and attitudes: Pioneering research, task and relationship oriented attitudes and behavior, critical evaluation of leadership behavior. Leadership styles, contingency and situational leadership theories.

**Unit III:** Contemporary Approaches: Charismatic and Transformational Leadership, Path-Goal Theory, Leader Member Exchange model, Authentic and Ethical Leadership, Servant Leadership, Gender differences in Leadership styles: Feminist perspective

**Unit IV:** Emerging Challenges to Leadership: Power, Politics and Leadership, teamwork and leadership, motivating and coaching skills, creative problem solving, communication and conflict resolution skills, International and culturally diverse aspects of leadership

**Unit V:** 2 practicum based on the above four units

### References

- DuBrin, A.J. (2010). *Leadership: Research Findings, Practice and skills*. OH: Cengage. (Chapter 1 and 2: Unit 1, Chapter 4, 5 and 6 for Unit 2, Chapter 3 for Charismatic and Transformational leadership (Unit 3), Chapters 7, 8, 9, 10, 11, 12, 13 and 15 for Unit 4.)
- Northouse, P.G. (2015). *Leadership: Theory and Practice*, 7<sup>th</sup> Edition. Sage Publications. (Chapter 2 and 3: trait approach and skills approach (Unit 1), Chapter 4 for behavioral approach to leadership (Unit 2) , Chapter 5 and 6 for contingency approach to leadership (Unit 2) , Chapter 7 for path goal theory (Unit 3), Chapter 8-11 for transformational, servant and authentic leadership (Unit 3), Chapter 16 for Ethical Leadership (Unit 3), Chapter 14 for Feminist approach to Leadership (Unit 3))

Patel, G. (2013). Gender Differences in Leadership Styles and the impact within Corporate Boards. The Commonwealth Secretariat, Social Transformation Programmes Division, pg: 1-39 (Unit 3)

Grint, K. (2001). *Leadership: Classical, contemporary, and critical approaches*. New York: Oxford University Press.

**Paper: AP/40003B: Cross-Cultural Communication (Elective)**

Maximum marks: 100

Credits: 4

**Course Objectives:**

1. To encourage students to engage with different cultures in a hands-on way and to meaningfully experience cross-cultural communication.
2. To provide a space for students to reflect on their own personal experience with cultural difference

**Unit I:** Basic Concepts in Communication, Communication Styles: Verbal and Non-verbal, Communication Barriers and Breakdowns, Communication in Relational Contexts

**Unit II:** Intercultural communication: its nature and assumptions, global and domestic diversity trends, value orientations and intercultural encounters, mindful intercultural verbal and non-verbal communication, biases in cross-cultural communication

**Unit III:** Constructive Inter-cultural conflict management, Trans-cultural communication competence, Identity change and Inter-cultural adaptation

**Unit IV:** Cross – cultural Negotiation and Bargaining: Process, verbal and non-verbal behaviour, persuasion tactics, planning, composition of the negotiation team, working through the contract

**Unit V:** Two practicum based on the above 4 units

**References:**

Danziger, K. (1976). *Interpersonal communication*. New York: Pergamon Press.

Gudykunst, W. B. (Ed.) (2003). *Cross-cultural and intercultural communication*. Thousand Oaks, CA: Sage Publications.

- Prasad, L. M. (2012). Organizational behaviour. New Delhi: Sultan Chand & Sons.
- Reynolds, S.; Valentine, D. and Munter, M.M. (2010). Guide to Cross-Cultural Communications, 2nd Edition, Pearson
- Mattock, J. (2003). Cross-cultural communication : the essential guide to international business, Kogan Page publishers
- Hendon, D. W., Hendon, R. A., & Herbig, P. (1996). Cross-Cultural Business Negotiations, Westport, CT: Praeger
- Toomey, S.T. (1999), Communicating Across Cultures, The Guilford press.

**Paper: AP/40001C: Psychology of Gender and Power (Elective)**

Maximum Marks 100

Credits: 4

**Course Objectives:**

1. To facilitate students to explore the role of gender in development of Psyche, perception, overall development and mental health.
2. To understand the into gender and power relation through social psychological investigation.

**Unit I:** Understanding Gender from Psycho-social Perspective. Quantifying Masculinity and Femininity. Psychoanalytic Point of View.

**Unit II:** Role of Gender in Psychosocial Development. Gender: Socialization, Norms, Roles and Stereotypes and Self Concept.

**Unit III:** Perpetuation generally and from within. The Psyche, Perception of and motive for power. Expression of Power, Queer Theory.

**Unit IV:** Mental Health and Well being from Gender and clinical Psychology Perspective, Feminist Therapy Approaches. Towards Liberation: Intervention, Counseling in domestic and intimate partner Violence.

**Unit V:** Two Practicum Based on Unit I to Unit IV.

**References:**

Issues in the Psychology of Women.(2000), Edited by Myrka Biaggio and Michel Hersen. New York, Plenum Publishers. ( Chapters 2, 4 and 13)

Mental Health from a Gender Perspective (2001), Edited by Bhargavi V. Davar, New Delhi, Sage Publications.

Bem, S. L. (1974). The measurement of psychological androgyny, *Journal of Consulting and Clinical Psychology*, 42, 155-162.

Spence, Janet T. (1993). Gender-related traits and gender ideology: Evidence for a multifactorial theory, *Journal of Personality and Social Psychology*, 64(4), 624-635.

Winter, D. G. (1988) The power motive in women and men, *Journal of Personality and Social Psychology*, 54(3), 510-519.

Powers, R. S. & Reiser, C. (2005). Gender and self-concept dimensions of social power, *Social Behavior and Personality*, 33(6), 553-568.

Simon (1947) *The Second Sex*. (Chapt, 2, Chpt. 14)

Judith Butler (2015). By Sara Salih, Special Indian Edition, Routledge. (Chapter 5)

**Paper: AP/40002C: Psychoanalytically-oriented Psychotherapy (Elective)**

Maximum marks: 100

Credits: 4

**Course Objectives:**

1. To develop understanding of psychoanalytic psychotherapeutic approaches.
2. To explain its applications of psychoanalytic psychotherapeutic approaches in various social conditions

**Unit I:** Introduction to psychoanalytic approaches to psychotherapy Development of Psychodynamic Approach: Theory and therapeutic techniques.

**Unit II:** Free association, catharsis, dream analysis, The post-Freudian evolution of the psychodynamic approach

**Unit III:** Application of psychoanalytic approaches to various social problems: Crowding, Aggression and Violence, Social Stigma and Discrimination

**Unit IV:** Use of analytically oriented-psychotherapy in different social conditions : Family, School, Peer Groups and Workplace

**Unit V: Two Practicum Based on Unit I to Unit IV.**

**References:**

- Cormier, S., & Hackney, H. (2013) *Counseling strategies and interventions* (8th International Edition). London: Pearson.)
- Gladding, S. T. (2014). *Counseling: A comprehensive profession*. New Delhi: Pearson Education.
- Jones E. (2000) *Therapeutic Action: A Guide to Psychoanalytic Therapy*. Book-mart Press, Inc. of North Bergen, NJ.  
[Enrico\_E.\_Jones]\_Therapeutic\_Action\_A\_Guide\_to\_P(book4you.org).pdf
- Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. Guilford press.

**Paper: AP/40003C: Humanistic and Feminist Approaches to Counseling  
(Elective)**

Maximum marks: 100

Credits: 4

**Course Objectives:**

1. To Understand the process and Therapeutic technique underlying Phenomenological approach to counseling.
2. To explain the Feminist Concerns and approaches to Counseling.

**Unit I:** Phenomenological Approach, Person –Centered: Assumptions, Stages; Empathy, Congruence

**Unit II:** Gestalt Approaches (Empty Chair Technique, Owning responsibility, Awareness Integration, Confrontation, Dream application, Role-reversal and other techniques), Existential Counseling

**Unit III:** Feminist Therapy: Strategy for Social and Individual Change, Feminist Challenges to Traditional Counseling and Psychotherapy. The personal is the Political.

**Unit IV:** Feminist Therapy in Clinical Practice, Integrating Feminism and Psychotherapy, Feminist Counseling for Domestic Violence, Emerging issues from Current Feminist Counseling Practice.

**Unit V:** Two Practicum Based on Unit I to Unit IV.

**References:**

Philip Brownell (2010) Gestalt Therapy: A guide to Contemporary Practice. Springer Publishing Company, LLC.

Bhate, Deosthali (2013) Feminist Counseling and Domestic Violence in India .Routledge.

Kathy M. Evans, Elizabeth Ann Kincade, Susan (2011) Introduction to Feminist Therapy: Strategies for Social and Individual Change. Sage Publications.

**Paper: AP/40004: Practicum based on papers AP/40001, AP/40002 and AP/40003 (Compulsory)**

Maximum Marks: 100

Credits: 4

**Paper No: AP/40005: Play and Art Therapy (Open Elective)**

Maximum marks: 50

Credits: 2

**Course Objectives:**

1. To understand the importance of play therapy in treatment of different psychopathological problems.
2. To know different types of play therapy and its application in clinical setting.

**Unit I:** Concept and definition of Play Therapy, Historical evidences of impact of play therapy, Application of play therapy, Psychotherapeutic relation to play therapy.

**Unit II:** Different types of play therapy: Toy and Object Play Techniques- Ball Play, Baby Doll Play; Baby Bottle Play, Toy Telephone Play, Bubble Play, Block Play, Balloon Play; Role-Play Techniques- Role Play, Costume Play, Mask Play, Superhero Play, Puppet Play; Creative Arts Techniques- Color Your Life, Clay Play, Free Drawings, Trauma Drawings,

Mandala Drawings; Game Play Techniques- Communication Games, Self-Control Games, Strategy Games, Cooperative Games.

**References:**

Schaefer, C. E., & Cangelosi, D. (2016). *Essential Play Therapy Techniques: Time-tested Approaches*. Guilford Publications.

Kaduson, H., & Schaefer, C. (2010). *101 favorite play therapy techniques* (Vol. 3). Jason Aronson.

Schaefer, C. E., & Cangelosi, D. M. (Eds.). (2002). *Play therapy techniques*. Rowman & Littlefield.

Webb, N. B. E. (1991). *Play therapy with children in crisis: A casebook for practitioners*. Guilford Press.

Landreth, G. L. (1996). *Play therapy interventions with children's problems*. Jason Aronson.

**Paper AP/40006: Psychology of Peace and Happiness (Open Elective)**

Maximum Marks: 50

Credits: 2

**Course Objective:**

1. To bring an experience marked by preponderance of positive emotions and informing them about emerging paradigm of Positive Psychology.
2. To inform students about the efforts to develop sustainable societies through prevention of violence and understanding their role as Psychologist.

**Unit I:** Introduction to Psychology of happiness and Peace, scope and paradigmatic challenges, Role of Psychologists in Promoting Peace.

**Unit II:** Positive emotions and its influences: Resilience, flow, happiness, gratitude and forgiveness. Negative Emotions: Shame, guilt, Embarrassment and Anger. Humiliation

**References:**



- Blumberg, H.H., Hare, A.P., & Costin, A. (2006). *Peace Psychology: A comprehensive introduction*. Cambridge. University Press
- Carr, A. (2004). *Positive Psychology. The Science of Happiness and Human Strengths*. London: Routledge.
- Snyder, C.R. & Lopez. S. (2007). *Positive Psychology. The scientific and Practical explorations of Human Strengths*. Sage Publications

### **Paper AP/40007: Hypnotherapy (Open Elective)**

Maximum marks: 50

Credits: 2

#### **Course Objectives:**

1. To acquaint the students with the science of Hypnosis, Theory of Mind and Process of Hypnotherapy.
2. To Facilitate students to help themselves so that they run their own lives effectively and productively.

**Unit I:** Introduction: Historical and Current Perspective, Nature, Theories and Applications of the Hypnosis. Myths, Therapeutic Relationship, Ethical code.

**Unit II:** Theory of Mind, Theories of Depth in Hypnosis, Theories of Suggestibility, Skills of Hypnotherapist: Pre-Induction Interview. Framing Affirmation, Induction, Hetro-hypnosis and Self-Hypnosis.

#### **References:**

- Assen A. (2008). *Hypnotherapy Explained*. CRC Press .Taylor & Francis Group.
- Rick Voit and Molly Delaney (2005) *Hypnosis In Clinical Practice Steps For Mastering Hypnotherapy* Brunner-Routledge New York And Hove Brunner-Routledge, New York
- Scripts; Hypnotherapy School of India , Delhi NCR, Gurgaon.

### **Paper AP/40008: Correctional Psychology (Open Elective)**

Maximum marks: 50

Credits: 2

#### **Course Objectives:**

1. To develop a general orientation towards correctional process applicable for criminal population.
2. To understand different correction strategies for prevention and intervention of crime behaviour and criminal settings.

**Unit I:** Correctional Psychology: Legal rights of inmates: Rights to treatment, Right to refuse treatment, Inmates with mental disorders, Substance abuse and correctional psychology.

**Unit II:** Psychological assessment in correction, Psychological methods of correction, Community-based correction, Correctional psychology in Group and Homes; Community Policing.

**References:**

Blackburn, R., (1993) *The psychology of criminal conduct: Theory research and practice*. Chichester: Wiley & Sons.

Dhanda, A. (2000) *Legal order and mental disorder*. New Delhi: Sage.

Harari, L. (1981) *Forensic psychology*. London: Batsford Academic.

**Paper: AP/40009: Sports Psychology (Open Elective)**

Maximum marks: 50

Credits: 2

**Course Objectives:**

1. To describe what sport psychology is and what sport psychologists do
2. To discuss personality, achievement motivation and competitiveness in sportsperson

**Unit I:** Introduction: History of sports psychology, Sport psychology specialties: Clinical-sport psychology, Educational psychology, Personality and sports: Approaches to personality, Assessment of personality, Personality research in sports.

**Unit II:** Motivation: Definition, Achievement motivation and competitiveness in sportspersons, Enhancing performance and self-confidence, Defining self-confidence, assessing and building self-confidence

**References:**

Horn, T. S. (Ed.) (2002). *Advances in Sport Psychology*. USA: Human Kinetics Publishers.

Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA:  
Human Kinetics Publishers, Inc.

**Paper AP/40010: Dissertation**

Maximum Marks: 200

Credits: 8