

Semester 4:

Semester 4 shall consist of 3 elective papers each from 3 specializations. There will be one compulsory Practicum paper. Students will have to opt for two open elective papers from this semester. There shall be a Dissertation paper that will be compulsory for all students. The dissertation shall be for 8 credit points. The total credit points for this semester shall be 24 points. ~~(It is to intimate that Semester IV is of 28 credits, instead of 24 credit)~~

Paper No:	Nature of paper	Title	Maximum marks	Credit points
AP/40001A	Elective	Neuropsychological Rehabilitation	100	4
AP/40002A	Elective	Cognitive Behavioral Interventions	100	4
AP/40003A	Elective	Applied Psychophysiology & Biofeedback	100	4
AP/40001B	Elective	Organizational Culture and Climate	100	4
AP/40002B	Elective	Leadership processes in Organizations	100	4
AP/40003B	Elective	Cross-Cultural Communication	100	4
AP/40001C	Elective	Psychology of Gender and Power	100	4
AP/40002C	Elective	Psychoanalytically-oriented Psychotherapy	100	4
AP/40003C	Elective	Humanistic and Feminist Approaches to Counselling	100	4

04	Compulsory	Practicum	100	A.C. - 10412.2021 Appendix - 12
AP/40005	Open Elective	Play and Art Therapy	50	2
AP/40006	Open Elective	Psychology of Peace and Happiness	50	2
AP/40007	Open Elective	Hypnotherapy	50	2
AP/40008	Open Elective	Correctional Psychology	50	2
AP/40009	Open Elective	Sports Psychology	50	2
AP/40010	Compulsory	Dissertation	200	8

NOTES:

1. Students can earn a maximum of 8 credit points from the Open Elective papers (including Semester 3 and 4)
2. Open Elective and Specialization Papers shall be offered depending upon the availability of the faculty.
3. In order to claim/earn a Specialization, students are required to take at least Six Elective papers in that Specialization.
4. In each semester the students can opt for only one specialization area.
5. No practical examination or Viva shall be conducted for the open electives.

Eligibility for Admissions:

The eligibility for admissions shall be decided by the faculty members and shall be reflected in the Admission Brochure.

Assessment of Student's Performance and Scheme of Examination:

1. English shall be the medium of instruction and examination.
2. Examination shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi.
3. The system of Evaluation shall be as follows:

(Signature)
 विभागाध्यक्ष / Head
 मनोविज्ञान विभाग
 Department of Psychology
 दिल्ली विश्वविद्यालय, दिल्ली-110007
 Delhi University, Delhi-110007



UNIVERSITY OF DELHI

MASTER OF ARTS

Applied Psychology

Effective from the Year 2019-2020

Revised Syllabus as per Choice Based Credit System (C.B.C.S.)

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AFFILIATION

The proposed programme shall be governed by the Department of Psychology, Faculty of Arts, University of Delhi—110007.

Applied Psychology Unit of Department of Psychology, University of Delhi

The University of Delhi, in order to cope with the ever-expanding student population, evolved a concept of multi-campus system during the early seventies, resulting in the establishment of South Campus in 1973. One of the objectives for its establishment has been to avoid replication of the existing course and provide necessary diversity in the programmes offered by the University at both the campuses.

Keeping this in view, a number of new inter-disciplinary and applied science courses were started at the South Campus and the Psychology Department started the M.A. Applied Psychology Course at the South Campus. In its endeavour to widen the horizons of the Social Sciences, Applied Psychology Course was designed to train the professional psychologists to serve in hospitals, organizations and counseling centers as well as the advertising and marketing research agencies.

Currently the department has strength of 62 students. There are 2 permanent faculty in the department (1 professor and 1 Associate Professor).

PREAMBLE

Application of psychological principles to solve human problems has acquired new dimension with the changing nature of the challenges that the world faces today. In view of this, the scientific discipline of Applied Psychology has emerged as a natural process of evolution in the knowledge base. It has gathered spectacular momentum in recent years. In this context a post-graduate training in Applied Psychology has been a need of the time. It demands a comprehensive curriculum. For preparing the applied psychologists of the future, equipping them with skills and adequate knowledge-bases, attempt has been made to incorporate professional training in three principal domains of the discipline such as: (A) Clinical and

Health Psychology, (B) Organizational Behaviour and (C) Counselling and Social Psychology, as specializations, apart from focusing on understanding of the fundamental psychological processes, and research methods in Applied Psychology.

The Department holds the provision for inclusion of new courses and modification of presented ones during a given academic year. Reading material will be made available by concerned faculty.

VISION

To prepare competent psychologists who would excel in knowledge, orientation and practice of psychology, with high ethical standards and social relevance.

OBJECTIVES

1. To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.
2. To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.
3. To equip students with skills and competencies in order to successfully engage with the community.
4. To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.

Structure of the Courses

To achieve these objectives the proposed curriculum would have the following structure:

A. Core (Foundational) Courses

B. Electives (Specialization)

C. Open Electives (skill based papers)

1. Core courses of the curriculum are designed to promote common educational edifice without which a particular discipline cannot be taught. They are necessary as they enable the students to take up more specialized course of their choice later on.

2. Elective courses would cater to specialization in particular domains. They must highlight the conceptual foundations, pedagogical considerations and specific set of skills required within semester frame. They would strive to bring in a process orientation. These courses would be taught through workshop/experiential/reflective mode, and assessment would be done by process driven activities.
3. Open Elective courses should also be designed and developed keeping in view the market demands and core competencies available within the discipline of psychology, which would be taught with the blend of pedagogies relevant for psychology as a subject.

Principles kept in mind while drafting the Course

1. These courses were designed and developed by smaller groups of faculty members. At least two faculty members were assigned the task of designing the Core and Elective papers. They were given the choice of co-opting experts in that domain.
2. The courses were designed to be commensurate with the credit system, which requires a minimum of 40-50 hours of active engagement over a semester.
3. It was envisaged to provide learning possibilities with a high degree of specialization and in-depth knowledge in at least one area/domain of the discipline, or more than one. Nonetheless, developing and retaining appropriate level of skills to enhance employment opportunities in different domains was decided to be a concurrent priority while designing the courses. It is to be remembered that a significant number of students enroll in the Graduation Program after having done Psychology in grade XII. Larger number of students, however, have previous study exposure from other streams of sciences, arts and commerce. Therefore, one of the principles that was kept in mind was that the transition be made smooth both from content as well as process orientation of teaching.

PROGRAMME STRUCTURE

The M. A. Applied Psychology Programme is divided into Two Parts as under. Each Part will consist of two Semesters to be known as Semester-1 and Semester-2.

		Semester-1	Semester-2
Part I	First Year	Semester—I-1	Semester—I-2
Part II	Second Year	Semester—II-1	Semester—II-2

Semester	Core Course			Elective Course			Open Elective Course			Total Credits
	No. of papers	Credits	Total	No. of papers	Credits	Total	No. of papers	Credits	Total	
I	4+1(Practicum)	4	20	-	-	-	-	-	-	20
II	2 +1 (Practicum)	4	12	2	4	8	-	-		20
III	1 (Field Training) + 1 (Practicum)	4	8	3	4	12	2	2	4	24
IV				3 (Elective papers) + 1 Dissertation	12 (electives) + 8 (Dissertation)	20	2	2	4	24
Total credits for the course										88

Course Credit Scheme:

The structure of papers prescribed for various semesters shall be as follows:

Semester 1:

Semester 1 shall consist of 4 core papers which will be compulsory for all students. Each core paper will be for 4 credits. 4 credits will be provided for the Practicum that will be compulsory for all students. Total credit points for this Semester shall be 20.

Paper No:	Nature of paper	Title	Maximum marks	Credit points
AP/10001	Core paper	Introduction to Applied Psychology	100	4
AP/10002	Core paper	Community Psychology	100	4
AP/10003	Core paper	Quantitative Research Methods	100	4
AP/10004	Core paper	Applied Cognitive Psychology	100	4
AP/10005	Compulsory	Practicum	100	4

Semester 2:

Semester 2 shall consist of 2 core papers (4 credit points per paper) and one compulsory Practicum (4 credits). There will be three specializations offered to the students out of which students will have to opt for 1 specialization: **Clinical Psychology (A), Organizational Behaviour (B) and Counselling Psychology (C)**. Each elective paper will be for 4 credit points.

Total Credit points for this semester shall be 20.

Paper No:	Nature of paper	Title	Maximum marks	Credit Points
AP/20001	Core paper	Applied Psychometrics	100	4
AP/20002	Core paper	Qualitative Research methods	100	4
AP/20003A	Elective	Psychopathology	100	4
AP/20004A	Elective	Psychotherapeutic Processes	100	4
AP/20003B	Elective	Basics of Organizational Behaviour	100	4
AP/20004B	Elective	Applied Industrial/Organizational Psychology	100	4
AP/20003C	Elective	Psychology of Group Dynamics	100	4
AP/20004C	Elective	Self and Personal Growth	100	4
AP/20005	Compulsory	Practicum	100	4

Semester 3:

Semester 3 shall consist of 3 elective papers from each of the three specializations. 4 credit points shall be given for each of these elective papers. The students can opt for a maximum of 2 open electives from this semester. 2 credit points shall be given for the open elective paper which shall consist of 2 units of theory (2 hours/week classes).

There will be a mandatory paper on Field Training Work that the students will have to undertake which shall be for 4 credit points. Total credits for this semester shall 24.

The floating of Open Elective Papers shall be dependent on the availability of the faculty.

Paper No:	Nature of	Title	Maximum	Credit
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	paper		marks	points
AP/30001A	Elective	Forensic Psychology	100	4
AP/30002A	Elective	Childhood Psychopathology	100	4
AP/30003A	Elective	Clinical Neuropsychology	100	4
AP/30001B	Elective	Organizational Change and Development	100	4
AP/30002B	Elective	Training and Consulting in Organizations	100	4
AP/30003B	Elective	Managing Across Cultures	100	4
AP/30001C	Elective	Critical Psychology	100	4
AP/30002C	Elective	Counselling and socio-cultural context	100	4
AP/30003C	Elective	Psychology of Relationships	100	4
AP/30004	Compulsory	Practicum	100	4
AP/30005	Open Elective	Health Psychology	50	2
AP/30006	Open Elective	Behaviour Therapy & Cognitive-Behaviour Modification	50	2
AP/30007	Open Elective	Psychological Assessment and Profiling	50	2
AP/30008	Open Elective	Applications of Social - Psychological Principles	50	2
AP/30009	Theory-Practice Integration	Field Training/Internship	100	4

Semester 4:

Semester 4 shall consist of 3 elective papers each from 3 specializations. There will be one compulsory Practicum paper. Students will have to opt for two open elective papers from this semester. There shall be a Dissertation paper that will be compulsory for all students. The dissertation shall be for 8 credit points. The total credit points for this semester shall be 28 points.

Paper No:	Nature of paper	Title	Maximum marks	Credit points
AP/40001A	Elective	Neuropsychological Rehabilitation	100	4
AP/40002A	Elective	Cognitive Behavioral Interventions	100	4
AP/40003A	Elective	Applied Psychophysiology & Biofeedback	100	4
AP/40001B	Elective	Organizational Culture and Climate	100	4
AP/40002B	Elective	Leadership processes in Organizations	100	4
AP/40003B	Elective	Cross-Cultural Communication	100	4
AP/40001C	Elective	Psychology of Gender and Power	100	4
AP/40002C	Elective	Psychoanalytically-oriented Psychotherapy	100	4
AP/40003C	Elective	Humanistic and Feminist Approaches to Counselling	100	4
AP/40004	Compulsory	Practicum	100	4
AP/40005	Open Elective	Play and Art Therapy	50	2
AP/40006	Open Elective	Psychology of Peace and Happiness	50	2
AP/40007	Open Elective	Hypnotherapy	50	2

AP/40008	Open Elective	Correctional Psychology	50	2
AP/40009	Open Elective	Sports Psychology	50	2
AP/40010	Compulsory	Dissertation	200	8

NOTES:

1. Students can earn a maximum of 8 credit points from the Open Elective papers (including Semester 3 and 4)
2. Open Elective and Specialization Papers shall be offered depending upon the availability of the faculty.
3. In order to claim/earn a Specialization, students are required to take at least Six Elective papers in that Specialization.
4. In each semester the students can opt for only one specialization area.
5. No practical examination or Viva shall be conducted for the open electives.

Eligibility for Admissions:

The eligibility for admissions shall be decided by the faculty members and shall be reflected in the Admission Brochure.

Assessment of Student's Performance and Scheme of Examination:

1. English shall be the medium of instruction and examination.
2. Examination shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi.
3. The system of Evaluation shall be as follows:
 - 3.1 Assessment of students' performance shall be based on the 70: 30 criteria. 70 marks shall be for the end point examination consisting of five theory questions (14 marks each) and 30 marks shall be for internal assessment. For Open electives (50 marks paper) the examination will be for 35 marks and Internal Assessment for 15 marks.
 - 3.2 For Practical Examination 70 marks will be based on practical report and 30 marks will be based on viva-voce.

3.3 Assessment of field training shall be based on the Field training report provided by the student based upon the 50 days summer internship undertaken during summer vacation after Semester 2.

3.4 Assessment of the Dissertation shall be done on the basis of the report of Dissertation (150 marks) and viva-voce held by the University appointed External Examiner and Internal Examiner (50 marks)

PASS PERCENTAGE AND PROMOTION CRITERIA:

Minimum marks of passing the examination in each semester shall be 40% in each paper and 45% in aggregate for a semester. However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

No student would be allowed to avail more than 3 chances to pass any paper inclusive of the first attempt.

Semester to Semester Progression:

Students shall be required to fulfil the Part to Part Promotion Criteria. Within the same Part, students shall be allowed to be promoted from a Semester to the next Semester, provided she/he has passed at least half of the courses of the current semester.

Part to Part- I to II: Admission to Part-II of the Programme shall be open to only those students who have successfully passed at least 75% papers out of the papers offered for the Part-I courses comprising of Semester 1 and Semester 2 taken together. However, he/she will have to clear the remaining papers while studying Part – II of the Programme.

Conversion of Marks into Grades:

As per University rules

Grade Points:

Grade points shall be determined as per the Grade point table as per University Examination rule.

CGPA Calculation:

As per University Examination guidelines

Division of Degree into Classes:

As per University guidelines

Attendance Requirement:

No student shall be considered to have pursued a regular course of study unless he/she is certified by the Head of the Department of Psychology, University of Delhi, to have attended 75% of the total number of lectures, tutorials and seminars conducted in each semester, during his/her course of study. Provided that he/she fulfils other conditions the Head, Department of Psychology may permit a student to the next semester who falls short of the required percentage of attendance by not more than 10 percent of the lectures, tutorials and seminars conducted during the semester.

Span Period:

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of four years from the date of admission to the Part-I/Semester I of the M.A. Programme.

**Guidelines for the Award of Internal Assessment Marks for M.A. Applied Psychology
(Semester Wise)**

The Internal assessment for every paper shall be based on the following criteria:

Criteria of Assessment	Assignment/class test 1	Assignment/class test 2	Attendance	Total Internal Assessment marks
For 100 marks paper (Core and Electives)	12	12	6	30
For 50 marks paper (Open Electives)	6	6	3	15

COURSE CONTENTS

SEMESTER- I

Paper: AP/10001: Introduction to Applied Psychology (Core Paper)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To introduce different domains of applied psychology.
2. To understand-application of psychology in different sectors
3. To explore the practical implications of psychology in social, emotional and behavioural problem.

Unit I: Concept and definitions of Applied psychology, Theoretical approaches to applied psychology. Areas of Applied psychology, Methods and approaches of applied psychology.

Unit II: Clinical Psychology: Concept, Scope, and Methods of study. Importance and application of clinical psychology in different settings. The profession of Clinical Psychology

Unit III: Industrial and Organizational Psychology: Concept and definitions, Areas of I/O psychology, Scope of I/O psychology, Application/Importance of I/O psychology. Methods of I/O psychology.

Unit IV: Applied Social Psychology- Concept and Definition, Approaches to study applied social psychology, Areas of Applied social psychology, Recent advances in social psychology. Importance of social psychology.

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

References:

- Griffith, C. R. (2010). *An introduction to applied psychology*, New York, NY, US: MacMillan Co.
- Oskamp, S. (1984). *Applied social psychology*. Prentice Hall.

Paper: AP/10002: Community Psychology (Core Paper)

Maximum Marks: 100

Course Objectives:

1. To acquaint students with the history and current status of community psychology and community mental health services.
2. To develop a community based orientation towards mental health.

Unit I: Introduction, historical and social contexts of community psychology: concept, evolution and nature of community mental health. Core Values of Community Psychology, Social construction and its Critics, Participatory and Action Research

Unit II: Models of mental health services, Models of mental health services for Children and Types of Problem: ADHD, PTSD, and Child Abuse.

Unit III: Community mental health intervention and community based rehabilitation (CBR): Issues, principles. Notions of Social Change in Community Psychology: Issues and Challenges

Unit IV: Community mental health in India: Issues & Challenges. Intervention Strategies, Social action and Innovation, Empowering communities

Unit V: Two practicum based on the above four units

References:

- Bloom, B. (1973). *Community Mental Health—A critical analysis*. New Jersey: General Learning Press
- Koch, C.H.(Ed.) (1986). *Community Clinical Psychology*. London: Croon Helm.
- Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.
- Rappaport, J. (1977). *Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

Paper: AP/10003: Quantitative Research Methods (Core Paper)

Maximum Marks 100

Credits: 4

Course Objectives:

1. To inform students about the basics of scientific research in Applied Psychology.
2. To make them learn the statistical rigors in designing research and processing data.

Unit I: Introduction to Research: Meaning, Purpose, Steps involved in Research process. Experimental Designs: Between-group and Within-group designs, Quasi-experimental designs, Group vs. Single subject designs, methods of controlling variance in experimental designs. Single factor two-group design: Application of independent and dependent sample t-test.

Unit II: Correlation and introduction to Regression: Pearson's correlation, Simple Linear Regression and Multiple Regression. Assumptions of Regression, Different methods of Regression: Enter, Stepwise, Forward and Backward, Hierarchical Regression.

Unit III: Comparing Several Means: One-way Analysis of Variance and Two Way Analysis of Variance, Factorial Design, Randomized complete block design, Post Hoc Testing.

Unit IV: Repeated Measures design, Analysis of Covariance (ANCOVA), Multivariate Analysis of Variance (MANOVA), Exploratory Factor Analysis.

Unit V: Two practicum based on the above four units

References

- Broota, K. (1982). Experimental Design in behavioral science, New Delhi: Wiley Eastern Ltd. (Chapter 1: Introduction to Experimental design and methods of controlling variance in experimental designs (Unit 1), Chapter 2, 3 and 4 for One-way ANOVA, Two-way ANOVA and Post-hoc testing (Unit 3), Chapter 7 and 8 for Factorial Anova (Unit 3), Chapter 5 for Randomized complete block design (Unit 3))
- Field, A. (2005). Discovering Statistics Using SPSS (2nd Edition). New Delhi: Sage Publications. (Chapter 4: correlation, Chapter 5- regression (Unit 2), Chapter 8 for ANOVA (Unit 3), Chapter 10 for Factorial ANOVA (Unit 3), Chapter

7 for t-test application (Unit 1) Chapter 11 for Repeated measures design (Unit 4), Chapter 14 for MANOVA (Unit 4), Chapter 15 for Exploratory Factor Analysis (Unit 4))

Kumar, R. (2014) *Research Methodology: A Step-by-Step Guide for Beginners*. 4th edition, New Delhi: Sage (*chapters 1-17-steps in research*)

Seltman, H.J. (2015). *Experimental Design and Analysis*, Published by Carnegie Mellon University (Chapter 10 for ANCOVA (Unit 4), Chapter 9 for Simple linear regression (Unit 2), Chapter 7 for ANOVA (Unit 3), Chapter 11 for 2 way ANOVA (Unit 3))

Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis*, Lawrence Erlbaum, Mahwah.

Howell, D.C. (2002) *Statistical methods for Psychology* (5th Ed) Duxbury, California: Thomson Learning.

Siegel, S. (1956) *Non-parametric statistical for behavioral sciences*. New York: McGraw Hill.

Weinberg, D. (2002). *Qualitative Research Methods*. Blackwell Publishers.

Paper: AP/10004: Applied Cognitive Psychology (Core Paper)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To explore the practical implications of cognitive processes in human performance..
2. To facilitate the learning of traditional and emergent fields of applied cognitive psychology.
3. To understand-brain-behaviour relationship in day to day life

Unit I: Introduction to applied cognitive psychology: Philosophical antecedents, Emergence of Cognitive psychology. Approaches and key issues.

Unit II: Sensation and Attention, Attention and consciousness, Perception and perceptual process, Theoretical approaches to perception, Deficits in perception. Neuropsychological approach to sensation, attention, perception and consciousness, Representations and manipulation of Knowledge, Images and Propositions: Spatial cognition and Cognitive Map.

Unit III: Memory- Concept and definition of memory, Models of memory, Memory Processes, Neuropsychological approach to memory, Practical Applications of Cognitive Psychology in improving memory processes.

Unit IV: Problem-solving and Creativity; Practical applications of cognitive psychology. Decision-making and reasoning; Language; Bilingualism and Multilingualism; Language Comprehension. Neuropsychological approach to problem solving, decision making and reasoning, Neuropsychological approach to language.

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

References:

- Durso, F. T. (2007). *Handbook of Applied Cognition* (2nd Ed). New West Sussex : Wiley & Sons.
- Esgate, A. et al. (2005). *An Introduction to Applied Cognitive Psychology*. Psychology Press: New York.
- Sternberg, R. J. (Ed.) (2000). *Handbook of intelligence*. New York: Cambridge University Press.
- Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving Learning and Remembering*. Australia: Cengage Learning.
- Algom, D. (1992). Memory psychophysics: An Examination of its Perceptual and Cognitive Prospects. In D. Algom (Eds). *Psychophysical Prospects to Cognition*, Amsterdam:Elsevier.

Paper: AP/10005: Practicum based on papers AP/10001, AP/10002, AP/10003, and AP/10004 (Compulsory)

Maximum Marks: 100

Credits: 4

SEMESTER II

Paper: AP/20001: Applied Psychometrics (Core Paper)

Maximum Marks 100

Credits: 4

Course Objectives:

1. To help students learn the scientific approach to assessment of Individual differences through psychological testing.
2. Develop Competence in Test Construction in a scientific manner and taking appropriate decisions based on test scores.

Unit I: Introduction to Psychological Assessment: Historical antecedents and current trends. Typology of Tests, Scales of measurement and their applications in psychological testing. Theoretical and Practical challenges in psychological measurement, Classical Test Theory and its assumptions.

Unit II: Test and Scale construction: Steps followed in test development and standardization. Difference between test and scale construction, Reliability and Validity: Different types, factors affecting reliability and validity. Norms: Qualitative and Quantitative norms.

Unit III: Applications of Psychological testing: Clinical, Organizational and Business, Educational, Military and career guidance settings.

Unit IV: Professional, Moral and Social issues shaping the field of testing. Ethical Issues in Psychological Testing: International guidelines. Challenges of cultural adaptation and translation of tests. Psychological testing and Society, Computerized testing.

Unit V: Two practicum based on the 4 units

References:

Murphy, K. R., & Davidshofer, C. O. (2005). *Psychological testing: Principles and applications*. 6th Edition Englewood Cliffs, N.J: Prentice-Hall. (Chapter 5 – 10 for reliability, validity, norms (Unit 2), 18 – 21 for applications (Unit 3))

Kaplan, R.M. and Saccuzzo, D.P. (2005). *Psychological Testing: Principles, Applications and Issues*. India: Wadsworth, Cenegage. (Chapter 1-introduction, types of tests, history of psychological testing (Unit 1), Ch 6 and 7 for steps in test construction (Unit 2) , Chapters 15, 11, 12, 13, 16, 17 for applications (Unit 3) , Chapter 19, 20 and 21: for Unit 4: ethical issues)

Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage Publication Pvt. Ltd. (Chapter 1 and 2 for Unit 1: Psychological measurement, errors in measurement, chapter 6-8 for test construction steps (Unit 2))

Kline, T. J. B. (2005). *Psychological Testing*. New Delhi: Vistaar Publication (Chapter 2 for designing and writing items under Unit 2, chapter 3 and 4 for steps of test construction (Unit 2), chapter 5 for CTT and its assumptions (Unit 1))

Miller, L.A., Lovler, R.L., McIntire, S.A. (2013). *Psychological Testing: A practical Approach*. 4th Edition, New Delhi: Sage publications. (Chapter 11 and 12: for steps followed in test/scale construction (Unit 2), Chapter 13, 14 and 15 for applications (Unit 4))

Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications* (6 th Ed.). Boston: Allyn & Bacon.

Paper: AP/20002: Qualitative Research Methods (Core Paper)

Maximum Marks 100

Credits: 4

Course Objectives:

1. Acquaint students with qualitative paradigm of psychology and different qualitative research methods
2. Understanding the use and application of qualitative methods in research

Unit I: Introduction to Qualitative Research: Conceptual foundations and issues of paradigms, nature of qualitative research, approaches to qualitative research, designing qualitative research, issues of reflexivity, subjectivity, and reflectivity

Unit II: Methods of qualitative research: Interviews, Focus group, ethnography

Unit III: Methods of qualitative research: Grounded theory, Life story research, cooperative inquiry

Unit IV: Feminist Research, Discourse analysis and Narrative analysis

Unit V: Two Practicum based on the four units.

References:

- Hesse-Biber, S. N., & Leavy, P. (2011). *The practice of qualitative research*. Los Angeles: SAGE. (Chapter 1, 2, and 3 and 4 for Unit 1, chapter 7 for focus group (Unit 2), chapter 8 for ethnography (Unit 2), chapter 5 for Interview (Unit 2))
- Silverman, D. (1998) *Qualitative Research: Theory, Method and Practice*. 2nd edition, New Delhi: Sage Publications (Chapter 10- focus group research (Unit 2))
- Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*. London: SAGE Publications. (Chapter 1 and 2 for Unit 1-conceptual foundations, chapter 4: Grounded theory (Unit 3), Chapter 8: cooperative inquiry (Unit 3), chapter 9: focus group (Unit 2), Chapter 5 for Narrative Analysis (Unit 4), Chapter 7 for Discourse Analysis (Unit 4))
- Smith, J. A., Harré, R., & Langenhove, L. (1995). *Rethinking methods in psychology*. London: Sage Publications.(Chapter 2 for interview (Unit 2), chapter 3 for grounded theory (Unit 3), chapter 9: co-operative inquiry (Unit 3), Chapter 4: Life story research (Unit 3), Chapter 6 for Discourse Analysis (Unit 4))
- Wickramasinghe, M. (2009). *Feminist Research Methodology: Making Meaning of Meaning Making*. Routledge (Chapter 2 for Feminist Research in Unit 4)

Paper: AP/20003A: Psychopathology (Elective)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To develop a general orientation towards psychopathology and related disorders.

2. To understand Psychopathological relation to different neurotic and psychotic disorders.
3. To introduce different diagnostic criteria for psychological disorders.

Unit I: Introduction to Psychopathology- Explanation in psychopathology; Models of psychopathology-Ethological model; Community disaster model; Psychodynamic model, Biopsychosocial model, Information processing model, Biographical and literate model, Psychopathology and Behaviour- Psychopathology of everyday behaviour and general appearance, Classification of disorders.

Unit II: Causes and symptoms of Schizophrenic Spectrum disorders, Causes and symptoms of Bipolar and Related Disorders, Causes and symptoms of Depressive Disorder, Causes and symptoms of Obsessive-Compulsive and other anxiety related disorders, Causes and symptoms of Trauma- and Stressor-Related Disorders, Causes and symptoms Personality Disorder

Unit III: Causes and Symptoms of Dissociative Disorder, Causes and symptoms of Somatic Symptom and Related Disorder, Causes and symptoms of Feeding and eating disorders, Causes and symptoms of Sleep-Wake Disorders, Causes and symptoms of Sexual dysfunctions. Substance abuse and addictive related disorders, Causes and symptoms Neurocognitive Disorders.

Unit IV: Diagnostic Criteria- History of DSMs; DSM-IV-TR; DSM5; ICD-10 other criteria.

Unit V: Two Practicum based on the above four units.

References:

- Davis, D. R. (1984). *An Introduction to Psychopathology*. Fourth Edition, Chapter 1 to 7, Pages 1-168.
- Taylor, M. A., & Vaidya, N. A. (2008). *Descriptive psychopathology: the signs and symptoms of behavioral disorders*. Cambridge University Press. Pp-133-351.
- World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5)*. American Psychiatric Pub.
- Srivastava, S. K. (2012). *Psychopathological Disorders: Biopsychosocial Analysis*, First Edition. Pp.309-332.

Paper: AP/20004A: Psychotherapeutic Process (Elective)

Maximum Marks: 100

Credits: 4

Course Objectives:

1. To develop a general orientation towards psychotherapy for psychological disorders.
2. To understand the application and implementation of different psychotherapy.

Unit I: Concept and Definition of Psychotherapy; History of Psychotherapy; Types of Psychotherapy Need, Goals and Scope of Psychotherapy.

Unit II: Assessment in Psychotherapy- Setting the stage; The intake Interview; Gathering additional intake information, Behavioural coding, Case history taking.

Unit III: Psychotherapeutic Process- Case conceptualization and Treatment planning; Catalyst for Change; Framework for process in psychotherapy; Pragmatic issues related to psychotherapy.

Unit IV: Termination of Psychotherapy; Psychotherapy and related techniques; Psychotherapy in India.

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

References:

- Bohart, A. C., & Tallman, K. (1999). *How clients make therapy work: The process of active self-healing*. American Psychological Association.
- Heru, A. M. (2001). *Psychotherapy: Processes and Techniques*: By Christiane Brems. Boston: Allyn and Bacon, 1999, 352 pp., 1-328.
- Greenberg, L. S., & Pinsof, W. M. (1986). *The psychotherapeutic process: A research handbook*. Guilford Press.

Paper: AP/20003B: Basics of Organizational Behavior (Elective)

Maximum Marks 100

Credits: 4

Course Objectives:

1. To develop an understanding of structure and processes of the organization as a whole

2. To understand the interaction of individual and groups within the organization and different attitudes and behavior resulting from organizational membership.

Unit I: Introduction to Organizational Behavior: Its nature and scope, Historical background, Traditional and modern models of OB. Management theories of organizational behavior.

Unit II: Behavior in organizations: motivation and performance, role of human personality and emotions in organizations, power and politics, group processes in organizations, teams and their effectiveness.

Unit III: Job Attitudes: Job satisfaction and Organizational Commitment. Productive Organizational behaviors: Organizational citizenship behavior and innovative work behaviors. Counterproductive behavior in organizations: absenteeism, turnover, ineffective performance.

Unit IV: Enhancing Organizational Health and Well-being: Role of Psychological capital, Emotional Intelligence, Effective communication and Decision making.

Unit V: Two practicum based on the 4 units

References:

- Robbins, S. P., & Judge, T. (2013). *Organizational behavior* (15th ed.). Boston: Pearson. (Chapter 1: Introduction-Nature and scope (Unit 1), Ch 7 and 8: motivation (Unit2), chapter 4 & 5: emotions and personality (Unit 2), chapter 9 and 10 for group processes and teams (Unit 2), chapter 13 for Power and politics (Unit 2))
- Luthans, F. (1998). *Organizational behavior*. 12th edition. Boston, Mass: Irwin/McGraw-Hill. (chapter 8 for communication and decision making (Unit 4), chapter 7 for Organizational health and well being (Unit 4)).
- Furnham, A. (2005). *The psychology of behaviour at work : the individual in the organization*, 2nd ed., Psychology Press (Chapter 2: History of OB (Unit 1))
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.(Chapter 1: Traditional and modern models of OB, Management theories of OB for Unit 1)
- Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. 8th Edition, NC: Hypergraphic Press. (Chapter 1: History of OB (Unit 1))

Jex, S. M., and T. W. Britt. 2008. *A scientist-practitioner approach: Organizational psychology*. Hoboken, NJ: John Wiley. (Chapter 5: Job attitudes (Unit 3), chapter 4: Productive organizational behaviors (Unit 3), chapter 6: counterproductive organizational behaviors (Unit 3))

Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi :Biztantra publishers

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

Paper: AP/20004B: Applied Industrial/Organizational Psychology (Elective)

Maximum Marks 100

Credits: 4

Course Objectives:

1. To acquaint the students with application of human resource functions in the organizations.
2. Understand the role of Organizational psychologists in hiring, supporting employees, performance appraisals in order to achieve the strategic goals of the organization, reduced turnover, increased productivity, and improved employee engagement.

Unit I: Work Environment & Engineering Psychology: Job and Job Analysis, Job Design, Ergonomics, Job Enrichment and Enlargement, Job Evaluation, Employee safety, Occupational Health.

Unit II: Recruitment Process: Internal and External recruitment, new methods of recruitment. Selection: Importance of Realistic Job Preview, Methods of selection (psychological tests, interviews, assessment centers, contemporary methods), Equal Employment opportunity. Stress and worker well-being: models/theories of stress (causes, moderators and consequences). Stress management: Individual and organizational strategies.

Unit III: Compensation: Establishing Strategic Pay Plans, Pay for Performance and Financial Incentives, Benefits and Services. Performance Management and Appraisal, Employee Retention, Engagement, and Careers

Unit IV: Employee Relations: Ethics and Employee Rights, Labor Relations and Collective Bargaining, Managing Global Human Resources, Managing Human Resources in Small and Entrepreneurial Firms.

Unit V: Two practicum based on the 4 units

References:

- Aamodt, M. G., & Aamodt, M. G. (2010). *Industrial/organizational psychology: An applied approach*. 6th Edition, Belmont, CA: Wadsworth. (Chapter 2: Job analysis and evaluation (Unit 1), Chapter 3-6: Recruitment and Selection (Unit 2), Chapter 15- Occupational stress and management (Unit 2))
- Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. 8th Edition, NC: Hypergraphic Press. (Chapter 11: occupational health (Unit 1), Chapter 3-4 for selection (Unit 2))
- Dessler, G. (2013). *Human Resource Management*, 13th Edition, New York: Pearson. (chapter 16: Employee safety and health (Unit 1), Chapters 14, 15, 17 and 18 for Unit 4, Chapter 9, 10, 11, 12, 13 for Unit 3)
- Aswathappa, K. (2008). *Human Resource Management* (5th edition). New Delhi: Tata McGraw Hill.
- Pareek, U. (2004) *Understanding Organisational Behaviour*. New Delhi: Oxford University Press.

Paper: AP/20003C: Psychology of Group Dynamics (Elective)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To Understand and describe major group dynamic factors, intergroup Relations, Conflicts, and collective Identity and groups as systems or interactive teams for Intervention.
2. To Understand the Process of Counseling in multicultural society and diverse population and ethical guidelines for group counselors and related issues.

Unit I: Nature, Structural aspects of Group and Political Psychology of Group. Ethics in specific counseling situations with Diverse Populations

Unit II: Theories of Intergroup Relation: Social Identity Theory, Social Dominance Theory, And False Consciousness.

Unit III: Groups in Counselling, Fear of Equality, Collective Identity, Inter-group Discrimination and Social categorization, Interventions in Group: Group Counseling

Unit IV: Counseling with Diverse Population: Elderly Population, Gender Based and Sexual Orientation, and Counseling in Multicultural Society.

Unit V: Two practicum based on the 4 units

References:

Jhon T. Jost and Jim Sidani (2004) Political Psychology. Chapter ,3,4,16,19, 24)

Corey, G. (2008). Group Counseling: Theory and practice of group counseling (7th ed.). Pacific Grove, CA: Brooks/Cole.)

Rogers,C.(1970) *Encounter groups*. New York: Harper and Row.

Gladding .T.S (2017). *Counseling : A Comprehensive Profession*. (7th ed.) Pearson. (Chapter 4 and 5)

Paper: AP/20004C: Self and Personal Growth (Elective)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To expose the student to the concept of learning through experience & reflection, learning by doing combined with reflection.
2. An active rather than a passive process requiring learners to be self-motivated in understanding their personal growth and designing Intervention.

Unit I: Introduction to Personal growth, consciousness and Self actualization, challenges in contemporary context.

Unit II: Life Span Perspective in Personality development. Experiential Paradigm. Managing Self

Unit III: Theories of Personality Development and Personal Growth. Assessment of Personality

Unit IV: Designing interventions, facilitating and ethical considerations in situations of human interventions: Peer Counseling.

Unit V: Two practicum based on the 4 units

References:

- Feldman, R.S. (2000), Development Across the Life span (2nd ed.) Prentice Hall, New Jersey.
- Adler, A. (1927). The practice and Theory of Individual Psychology. Harcourt Brace Jovanovich, New York.
- Vohra, S.S. & Kailash.S.(2010) *Experiential learning (section III) in Psychology of Turbulent Relationships*. New Delhi: Icon Publishers.
- Myrick, R. D. and Erney, T. (1985), Youth helping Youth: A handbook for Training peer Facilitators. Educational Media Corporation Minnesota.
- Gladding .T.S (2017). Counseling: A Comprehensive Profession. (7th ed.) Pearson. (Chapter 4 and 5)
- Hjelle, L. A., and Ziegler,D.J (1992). Personality Theories: Basic Assumptions, Research, and Applications. McGraw Hill.

Paper: AP/20005: Practicum based on papers AP/20001, AP/20002, AP/20003 and AP/20004(Compulsory)

Maximum Marks: 100

Credits: 4

SEMESTER- III

Paper: AP/30001A: Forensic Psychology (Elective)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To develop a general orientation towards different fields of forensic psychology and criminal behaviour.
2. To learn different techniques used in forensic investigation .

Unit I: Forensic Psychology: Introduction and overview; Historical Perspective; Fields of Forensic Psychology; Criminal and Investigative Psychology; Police Psychology.

Unit II: Hostage taking; Police interrogation and False confession. Criminal of Psychological autopsy. Geographical profiling and mental manpower, Criminal Identification; Solitary confinement.

Unit III: Psychological impacts of violence and sexual offences, Treatment of sexual offenders, Family violence and victimization, Prevention of violence; Family preservation model Psychology of the bystanders.

Unit IV: Mental and Aptitude testing; Personality assessment; Education and Training; Occupational stress in Police and investigation, Post-traumatic stress disorder in police.

Unit V: Two Practicum based on the above four units

References:

Bartol, C. R. & Bartol, A. M. (2004) *Introduction to forensic psychology*. New Delhi: Sage.

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.

Paper: AP/30002A: Childhood Psychopathology (Elective)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To develop a general orientation towards different childhood, Causes and symptoms
2. To know the diagnostic techniques of childhood mental disorders
3. To learn different intervention techniques to deal with differently abled people

Unit I: Intellectual Disabilities (Mental Retardation)-Concept and definitions, Types of intellectual disabilities, Diagnosis of intellectual disabilities Quality of life and and quality of intellectual disabilities, Family issues in intellectual disabilities, Family care giving across the full life span of intellectual disabilities.

Unit II: Autism Spectrum Disorders (ASD)- Concept and definitions, Types of ASD, Diagnosis of ASD, Neuropsychological relation to ASD, Socio-psychological issues in ASD, Interpersonal relationship intervention, Skilled based intervention, Cognitive intervention, Behavioural intervention, Physiological/biological/neurological intervention, Arts therapy, Music therapy.

Unit III: Specific Learning Disorders (SLD): Concept and definitions of SLD, Types of SLD, Diagnosis of SLD, Neuropsychological relation to SLD, Psycho-social issues in SLD, Interventions of SLD- Early intervention, Behavioural Intervention, Cognitive behavioural intervention, Neuropsychological Intervention, Psycholinguistic intervention.

Unit IV: Attention Deficit Disorders/Attention Deficit Hyperactive Disorder (ADD/ADHD)- Concept and definitions of (ADD/ADHD), Diagnosis of (ADD/ADHD), Neuropsychological relation to (ADD/ADHD), Psycho-social issues in (ADD/ADHD), Interventions of (ADD/ADHD), Training for Teachers and parents to deal with (ADD/ADHD).

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

References:

- Simpson, R. L.(2008). *Autism spectrum disorders: Interventions and treatments for children and youth*. Corwin Press.
- Van Herwegen, J., Riby, D., & Farran, E. K. (2015). Neurodevelopmental disorders: definitions and issues.
- Emerson, E. (2012). *Clinical psychology and people with intellectual disabilities* (Vol. 97). John Wiley & Sons.
- Bailey, R. D. (1982). *Therapeutic Nursing for the Mentally Handicapped*. Oxford University Press, USA.
- Clarke, A. (1987). Science And Service in Mental-Retardation-Berg, JM.
- Silver, A. A., & Hagin, R. A. (2002). *Disorders of learning in childhood*. Wiley.
- Mahakud, G. C. (2013). *Dyslexia: An Introduction to Reading Disorders*. McGraw Hill Education (India).
- Wodrich, D. L., & Woodrich, D. L. (1994). *Attention-deficit/hyperactivity disorder: What every parent wants to know*. Paul H. Brookes.
- Rief, S. F. (2008). *The ADD/ADHD checklist: A practical reference for parents and teachers*. John Wiley & Sons.

Paper No: AP/30003A: Clinical Neuropsychology (Elective Paper)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To know different brain regions responsible for psychological attributes.
2. To understand the neuropsychological relation to different psychological disorders.

Unit I: Introduction to Clinical Neuropsychology- Methods in neuropsychology, Brain Lateralisation, Dysfunction in Neural networking and its impacts. Brain Injury and its impact.

Unit II: Lobular syndromes-Frontal, Parietal , Occipital, Temporal Lobe syndromes. Sensory and Motor disorders.

Unit III: Neuropsychological Attention Disorders, Neuropsychological disorder of Executive functions, Neuropsychological language disorders and Learning disabilities, Neuropsychological Visuo-spatial Disorders,

Unit IV: Neuropsychological Disorders: Minimal brain Dysfunction. Epilepsy, Mental Retardation and Learning Disabilities, Amnesia, Aphasias, Apaxias, Agnosias, and Epilepsy

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

References:

Stirling, J. (2002). *Cortical functions*. Routledge.

Stirling, J., & Elliott, R. (2010). *Introducing neuropsychology*. Psychology Pres.

Cacioppo, J. T., Tassinary, L. G., & Berntson, G. (Eds.). (2007). *Handbook of psychophysiology*. Cambridge University Press.

Kevin Walsh, A. O. (1978). *Neuropsychology: A clinical approach*. Churchill Livingstone.

Crawford, J. R., Parker, D. M., & McKinlay, W. W. (Eds.). (1992). *A handbook of neuropsychological assessment*. Psychology Press.

Mahakud, G. C. (2013). *Dyslexia: An Introduction to Reading Disorders*. McGraw Hill Education (India).

Boller, F. & Grafman, J, (1988) *Handbook of neuropsychology*. New York: Elsevier.

Kolb, B., & Ian, Q. W. (1990) *Fundamental of neuropsychology*. New York: Freeman.

Rao, S. L., Subbakrishna, D. K., & Gopukumar, K. (2004). NIMHANS neuropsychological battery. *Bangalore: NIMHANS Publications*.

Kar, B. R., Rao, S. L., Chandramouli, B. A., & Thennarasu, K. (2004). NIMHANS neuropsychological battery for children-manual. *Bangalore: NIMHANS publication division*.

Kumar, J. K. (2010). Neuropsychology in India 13. *The Neuropsychology of Asian Americans*, 219.

Paper: AP/30001B: Organizational Change and Development (Elective)

Maximum Marks 100

Credits: 4

Course Objectives:

1. To give an exposure to current issues, concerns, dilemmas in dealing with the change in organizations.
2. To understand the complexities involved in organizational development (OD), role of Organizational Psychologists in OD and learn different approaches of OD.

Unit I: Organizational Change: Forces for Change, Planned change, critique of planned change, Resistances to change, Lewin's and Kotter's model of Change, Managing, motivating and sustaining change.

Unit II: Organizational Development: The field of OD, Definitions, History, Values, assumptions and beliefs, Action Research and OD, The OD Practitioner: Skills, knowledge, Professional values and ethics, The process of OD: The contract between consultant and client.

Unit III: Interpersonal and Group Interventions: T-Groups, Process consultation, 3rd party peacemaking interventions, Quality circles and team building interventions. Comprehensive Interventions: Confrontation meeting, Grid OD, Survey feedback and intergroup relations interventions.

Unit IV: Techno-structural Interventions and applicability of OD, Restructuring Organizations, Employee Involvement. Power, politics and OD, Research on OD, Future of OD.

Unit V: Two practicum based on the 4 units

References:

Cummings, T.G. & Worley, C. G. (1996). Organizational Development and Change, 6th Edition, International Thomson Publishing (South-Western College Publishing).
(Chapter 2: for planned change (Unit 2), Chapter 10 for Unit 2 (Managing, Motivating and sustaining change, Chapter 1: Introduction to OD (Unit 1), Chapter 4: The process of OD (Unit 1), Chapter 8: survey feedback (Unit 3), Chapter 12: Interpersonal and group process interventions (Unit 3), Chapter 13:

Comprehensive interventions (Unit 3), Chapter 14 for technostuctural interventions (Unit 4), Chapter 15 for Employee Involvement (Unit 4))

French, W. L. & Bell, C. H. (2004). *Organization Development : Behavioral Science Interventions for Organizational Improvement*, 6th 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 3rd 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*. 6th 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*, 6th 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*, 3rd 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*, 2nd 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)

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:

- Browayes, 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 Browaeys 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 (6th 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. (7th 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 (6th 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 (6th 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: Behaviour 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*. 6th 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

SEMESTER -IV

Paper: AP/40001A: Neuropsychological Rehabilitation (Elective)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To understand different neuropsychological assessment and interventions for different levels of brain injury patient for various neuropsychological disorders
2. To learn the step by step scientific procedure of applications of neuropsychological interventions and the ethical guidelines.

Unit I: Introduction to neuropsychological rehabilitation, Historical evidences of Neuropsychological rehabilitation, Need and scope of neuropsychological rehabilitation, Theories of neuropsychological Intervention, Major influences and recent advances in the development of rehabilitative neuropsychology

Unit II: Neuropsychological Assessments; NIMHANS Neuropsychological Battery for Children and Adults, AIIMS Neuropsychological Battery, Technological Assisted for Neuropsychology diagnosis-CT-Scan, PET, fMRI.

Unit III: Plasticity and Restoration of Brain Function- Synaptic pruning, Glutamate and GABA, Neurotransmitter activities, Mind and Brain Relationship.

Unit IV: Cognitive behavioural intervention for neuropsychological disorders, Brainswitching and Brainstorming, Computer assisted neuropsychological rehabilitation and training, Ethical issues in Neuropsychological rehabilitation.

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

References:

Kevin Walsh, A. O. (1978). *Neuropsychology: A clinical approach*. Churchill Livingstone.

Rajeswaran, J.(2013). *Neuropsychological Rehabilitation: Need and Scope*. (First Edition, Elsevier.

- Raskin, S. A., & Mateer, C. A. (1999). *Neuropsychological management of mild traumatic brain injury*. Oxford University Press.
- Johnstone, B., & Stonnington, H. H. (2011). *Rehabilitation of neuropsychological disorders: A practical guide for rehabilitation professionals*. Psychology Press.

Paper: AP/40002A: Cognitive Behavioural Interventions (Elective Paper)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To develop a general orientation towards different cognitive theories and cognitive behavioural problems.
2. To understand the different cognitive behavioural assessment/measures for diagnosis of different cognitive and behavioural disorders
3. To know the application of different cognitive behavioural techniques diagnostic techniques.

Unit I: Cognitive-behavioural approaches- Beck, Meichenbaum, and Ellis, Cognitive-Behavioural Problems in Childhood; Cognitive- Behavioural Problems in Adolescence; Cognitive- Behavioural Problems in Adulthood; Cognitive- Behavioural Problems in Elderly.

Unit II: Core Principles of Cognitive Behaviour Therapy; Cognitive Restructuring; Problem Solving; Self Regulation, Emotional Regulation; Additional Cognitive Behavioural Techniques.

Unit III: Cognitive Behavioural Assessment; Qualitative and Quantitative Cognitive Behavioural Assessment, Monitoring and Evaluation in Cognitive Behaviour therapy.

Unit IV: Practical Implementation of Cognitive Behaviour Therapy- Cognitive Conceptualization, Structure of the First Therapy Session, Session Two and Beyond: Structure and Format, Problems with structuring the CBT session, Identifying and responding the automatic thoughts, emotions, Core beliefs, Treatment Planning, Termination and Relapse prevention, Ethical Issues in CBT.

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

References:

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:

- Brown, B. (1977) *Stress, and the Art of Biofeedback*. Toronto: Bantam Age Books.
- Cacippo, J. T., Tassinary, L.G., & Berntson, M. (2007) *Handbook of Psychophysiology*, Cambridge.
- Schwartz, M. S. (Ed) (2001) *Biofeedback: A Practitioner's Guide*. New York: The Guilford Press.
- Levinthal, C. F. (1990). *Introduction to physiological psychology*. Prentice-Hall, Inc.
- Brush, F. R., & Levine, S. (Eds.). (2013). *Psychoendocrinology*. Academic Press.

Paper: AP/40001B: Organizational Culture and Climate (Elective)

Maximum marks: 100

Credits: 4

Course Objectives:

1. To sensitize students to the need of managing differently in diverse cultural environments
2. To develop skills for diagnosing and understanding heterogeneity of cultures, and to function effectively in them.

Unit I: Introduction to Organizational Culture and Climate: Historical antecedents of Organizational culture and climate and current state of the field, differences between Organizational culture and climate. Foundations of Organizational culture: approaches to understanding organizational cultures and methods of studying them.

Unit II: Theories/models of organizational culture, Culture as a variable and root metaphor, the emergence, effectiveness and change of organizational cultures.

Unit III: Sources of Cultural Intelligence, Self-Assessment of Cultural Quotient (CQ). Culture shock and Acculturation: Nature of culture shock and Coping, Reverse culture shock, Art of Negotiation, Dos' and Don'ts of Cross cultural Negotiation, Challenges of Cross cultural Negotiations.

Unit IV: Intercultural communication Ethics; complexities in managing across cultures; cross cultural communication, cross cultural misperceptions, cross cultural misinterpretations, need for linguistic proficiency in international business, linguistic diversity. Developing global managers.

Unit V: Two practicum based on the 4 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, 2nd 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.)
- Northhouse, P.G. (2015). *Leadership: Theory and Practice*, 7th 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 predictors 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, Hetero-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