



# Criterion-1: Curricular Aspects

## Key Indicator – 1.2: Academic Flexibility

### Metric: 1.2.1

#### Programme: MA Applied Psychology

<b>Syllabus</b>	<a href="https://www.du.ac.in/uploads/Revi_syll_19082019/19082019_CBCS%20SYLLABUS_MA%20APPLIED%20PSYCHOLOGY_20.07.2019.pdf">https://www.du.ac.in/uploads/Revi_syll_19082019/19082019_CBCS%20SYLLABUS_MA%20APPLIED%20PSYCHOLOGY_20.07.2019.pdf</a>
<b>Minutes of Executive Council</b>	<a href="https://www.du.ac.in/index.php?page=annexures-of-meeting-of-executive-council-of-july-2021-2019">https://www.du.ac.in/index.php?page=annexures-of-meeting-of-executive-council-of-july-2021-2019</a>
<b>Annexure of the Executive Council Minutes</b>	<a href="https://www.du.ac.in/uploads/executive_council/30082019/21072019/annexures/Annexure-48%2019082019_CBCS%20SYLLABUS_MA%20APPLIED%20PSYCHOLOGY_20.07.2019.pdf">https://www.du.ac.in/uploads/executive_council/30082019/21072019/annexures/Annexure-48%2019082019_CBCS%20SYLLABUS_MA%20APPLIED%20PSYCHOLOGY_20.07.2019.pdf</a>
<b>Highlighted Portions of Minutes and Syllabus where programme and courses were approved</b>	Attached

**MINUTES OF THE MEETING OF THE EXECUTIVE COUNCIL HELD ON  
SATURDAY, THE 20<sup>th</sup> JULY, 2019 at 11.00 A.M AND CONTINUED UPTO  
11:00 P.M. ADJOURNED THEREAFTER AND RESUMED ON SUNDAY,  
THE 21<sup>st</sup> July 2019 at 11:30 A.M. IN THE COUNCIL ROOM,  
UNIVERSITY OF DELHI, DELHI-110007**

**No. 2**

**P R E S E N T**

- |     |                            |   |
|-----|----------------------------|---|
| 1.  | Prof. Yogesh Kumar Tyagi   | Vice-Chancellor - Chairman                    |
| 2.  | Prof. J.P. Khurana         | Director, South Campus                        |
| 3.  | Prof. C.S. Dubey           | Officiating Director, Campus of Open Learning |
| 4.  | Sh. T. S. Kripanidhi       | Treasurer                                     |
| 5.  | Prof. Neeta Sehgal         | Officiating Proctor                           |
| 6.  | Prof. Namita Ranganathan   |   |
| 7.  | Prof. Sathyabhama Das Biju |   |
| 8.  | Prof. Syed Ali Karim       |   |
| 9.  | Dr. Anula Maurya           |   |
| 10. | Dr. I. S. Bakshi           |   |
| 11. | Dr. InderJeet Singh        |   |
| 12. | Dr. J. L. Gupta            |   |
| 13. | Dr. Rajesh Kumar Jha       |   |
| 14. | Dr. V.S. Negi              |   |
| 15. | Sh. Rajesh Gogna           |   |
| 16. | Sh. Yogender Singh Mathur  |   |
| 17. | Ms. Indira Chandrasekhar   |   |

**SPECIAL INVITEES**

1. Prof. Kavita Sharma
2. Prof. M.K. Pandit
3. Prof. Pankaj Arora
4. Prof. Rajeev Gupta
5. Prof. Vinay Gupta
6. Dr. Payal Mago
7. Dr. Satish Kumar

Prof. Tarun Kumar Das                      -                      Registrar - Secretary

## WELCOME

**28/-** At the outset, the Council welcomed the following who have become members of the Executive Council:-

<b><u>STATUTE 5(1)(viii)(b)</u></b>	-	<b>Dean of the Faculties</b>
1. Prof. Syed Ali Karim	-	Dean, Faculty of Arts

## APPRECIATION

**29/-** The Council placed on record its deep sense of appreciation of the services rendered by the following as member of the Executive Council:-

<b><u>STATUTE 5(1)(viii)(b)</u></b>	-	<b>Dean of the Faculties</b>
1. Prof. Mohan	-	Dean, Faculty of Arts

**30/-** The Council expressed condolence on the sad demise of Smt. Sheila Dixit, former Chief Minister, Govt. of NCT of Delhi, and Prof. G.K. Das, Professor of English (Retd.) and former Director, South Delhi Campus, University of Delhi. The Council observed silence as a mark of respect for the departed souls.

**31/-** The Minutes of the meeting of the Executive Council held on 01-02.07.2019 (**Appendix-I**) were confirmed.  
(Six Members dissented on the date of eligibility for promotion of faculty members)

**32/-** The Action Taken Report on the decisions made by the Executive Council at its meeting held on 01-02.07.2019 was noted. (**Appendix-II**). Following matter was considered and approved:

**32-1/** Disciplinary Matter with respect to E.C. Resolution No. 21-VII dated 01-02.07.2019.

**32-2/** No matter was raised for discussion in Matter arising out of the Minutes of the Executive Council meeting held on 01-02.07.2019.

**33/-** The Executive Council approved the following recommendations made by the Academic Council at its meeting held on 15/16.07.2019. The Council further resolved that the consequential amendments to the relevant Ordinance of the University be made accordingly:

**33-1/** the recommendations of the Standing Committee on Academic Matters made at its meeting held on 20.08.2018 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Commerce & Business Studies	<p><b><u>Department of Commerce</u></b></p> <ol style="list-style-type: none"> <li>1. Master of Commerce (M.Com.) (<b>Annexure-1</b>)</li> <li>2. Master of Business Administration (International Business) MBA(IB) (<b>Annexure-2</b>)</li> <li>3. Master of Business Administration (Human Resource Development) MBA(HRD) (<b>Annexure-3</b>)</li> </ol> <p><b><u>Department of Financial Studies</u></b></p> <ol style="list-style-type: none"> <li>1. Change of the nomenclature of the course from MBA (Financial Management) to MBA (Finance) <b>and</b></li> <li>2. Master of Business Administration (Finance) (MBA) (Finance) (<b>Annexure-4</b>)</li> </ol>
2.	Applied Social Sciences and Humanities	<ol style="list-style-type: none"> <li>1. MBA (Business Economics) (<b>Annexure-5</b>)</li> <li>2. Conversion formula for the award of Diploma/ Advance Diploma/ Degree/ B. Voc. Course be modified in consultation with the Examination. (<b>Annexure-5A</b>)</li> <li>3. Introduction of new course curriculum of Bachelor of Business Administration (Entrepreneurship) (BBA (Entrepreneurship)). (<b>Annexure-6</b>)</li> </ol>
3.	Music & Fine Arts	<p><b><u>Department of Music</u></b></p> <ol style="list-style-type: none"> <li>1. M.A. Hindustani Music (Vocal/Instrumental-Sitar/ Sarod/ Guitar/ Violin/ Santoor) (<b>Annexure-7</b>)</li> <li>2. M.A. Karnatak Music (Vocal/ Instrumental (Veena/ Violin) (<b>Annexure-8</b>)</li> <li>3. M.A. Percussion Music (Table/Pakhawaj) (<b>Annexure-9</b>)</li> <li>4. Scheme of Examination 2 year Diploma Course in Harmonium (Annual Mode).(<b>Annexure-10</b>)</li> <li>5. Revision of syllabus of subsidiary subject of BFA Applied Arts course. (<b>Annexure-11</b>)</li> </ol>

**33-2/** the recommendations of the Standing Committee on Academic Matters made at its meeting held on 24.08.2018 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Science	<p><b><u>Department of Anthropology</u></b></p> <ol style="list-style-type: none"> <li>1. M.Sc. Anthropology (<b>Annexure-12</b>)</li> <li>2. M.Sc. Forensic Science (<b>Annexure-13</b>)</li> </ol>
		<p><b><u>Dr. B.R. Ambedkar Centre for Biomedical Research</u></b></p> <ol style="list-style-type: none"> <li>1. M.Sc. Biomedical Science Course (<b>Annexure-14</b>)</li> </ol>
		<p><b><u>Department of Botany</u></b></p> <ol style="list-style-type: none"> <li>1. M.Sc. Botany (<b>Annexure-15</b>)</li> </ol>
		<p><b><u>Department of Environmental Studies</u></b></p> <ol style="list-style-type: none"> <li>1. M.A./M.Sc. Environmental Studies (<b>Annexure-16</b>)</li> </ol>
		<p><b><u>Department of Geology</u></b></p> <ol style="list-style-type: none"> <li>1. M.Sc. Geology (<b>Annexure-17</b>)</li> </ol>
		<p><b><u>Department of Physics &amp; Astrophysics</u></b></p> <ol style="list-style-type: none"> <li>1. M.Sc. Physics (<b>Annexure-18</b>)</li> </ol>

		<b><u>Department of Zoology</u></b> 1. M.Sc. Zoology ( <b>Annexure-19</b> )
		<b><u>Department of Home Science</u></b> 1. M.Sc. Food and Nutrition ( <b>Annexure-20</b> ) 2. M.Sc. Human Development and Childhood Studies ( <b>Annexure-21</b> ) 3. M.Sc. Development Communication and Extension ( <b>Annexure-22</b> ) 4. M.Sc. Resource Management and Design Application ( <b>Annexure-23</b> ) 5. M.Sc. Fabric and Apparel Science ( <b>Annexure-24</b> ) 6. Post-Graduate Diploma in Dietetics and Public Health Nutrition – PGDDPHN ( <b>Annexure-25</b> ) 7. Post-Graduate Diploma in Health and Social Gerontology – PGDHSG ( <b>Annexure-26</b> )
		<b><u>Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities (Divyangjan)</u></b> 1. Master in Prosthetics and Orthotics (MPO) two year duration (Annual) ( <b>Annexure-27</b> ) 2. Bachelor in Prosthetics and Orthotics (BPO) 4½years duration (Annual) ( <b>Annexure-28</b> ) 3. Introduction of new course curriculum of Part Time Bachelor in Prosthetics and Orthotics condensed course (only for three batches) two years duration (Annual) excluding internship. ( <b>Annexure-29</b> )
2.	Inter-disciplinary & Applied Sciences	<b><u>Department of Bio-Chemistry</u></b> 1. M.Sc. Biochemistry ( <b>Annexure-30</b> )
		<b><u>Department of Electronics</u></b> 1. Master of Science (Electronics). ( <b>Annexure-31</b> )
		<b><u>Department of Genetics</u></b> 1. Master of Science (Genetics) ( <b>Annexure-32</b> )
		<b><u>Institute of Informatics &amp; Communication (IIC)</u></b> 1. Master of Science in Informatics (M.Sc. Informatics) ( <b>Annexure-33</b> )
		<b><u>Department of Plant Molecular Biology</u></b> 1. Master of Science in Plant Molecular Biology and Biotechnology (PMBB) course. ( <b>Annexure-34</b> )
		<b><u>Department of Microbiology</u></b> 1. Master of Science in Microbiology. ( <b>Annexure-35</b> )
		<b><u>Department of Biophysics</u></b> 1. M.Sc. Biophysics ( <b>Annexure-36</b> )
3.	Mathematical Sciences	<b><u>Department of Mathematics</u></b> 1. M.A./ M.Sc. Mathematics ( <b>Annexure-37</b> )
		<b><u>Department of Operational Research</u></b> 1. Master of Operational Research course (MOR) ( <b>Annexure-38</b> )
		<b><u>Department of Computer Science</u></b> 1. Introduction of new elective course MCS-210 (Deep

		Learning) ( <b>Annexure-39</b> ) and MCA-526 (Deep Learning) ( <b>Annexure-40</b> ) in M.Sc. Computer Science, MCA courses 2. Master of Computer Applications ( <b>Annexure-41</b> ) 3. M.Sc. Computer Science ( <b>Annexure-42</b> )
		<b><u>Department of Statistics</u></b> 1. M.A./M.Sc. Statistics ( <b>Annexure-43</b> )

**33-3/** the recommendations of the Standing Committee on Academic Matters made at its meeting held on 28.08.2018 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Arts	<b><u>Department of English</u></b> 1. M.A. English ( <b>Annexure-44</b> )
		<b><u>Department of Persian</u></b> 1. M.A. Persian ( <b>Annexure-45</b> )
		<b><u>Department of Hindi</u></b> 1. M.A. Hindi ( <b>Annexure-46</b> )
		<b><u>Department of Psychology</u></b> 1. M.A. Psychology ( <b>Annexure-47</b> ) 2. M.A. Applied Psychology ( <b>Annexure-48</b> )
		<b><u>Department of MIL &amp; Literary Studies</u></b> 1. M.A. in Tamil ( <b>Annexure-49</b> ) 2. M.A. in Bengali ( <b>Annexure-50</b> ) 3. M.A. in Comparative Indian Literature ( <b>Annexure-51</b> )
		<b><u>Department of Philosophy</u></b> 1. M.A. Philosophy ( <b>Annexure-52</b> )
		<b><u>Department of Germanic &amp; Romance Studies</u></b> 1. M.A. in Italian Studies ( <b>Annexure-53</b> ) 2. M.A. in French Studies ( <b>Annexure-54</b> ) 3. M.A. in German Studies ( <b>Annexure-55</b> ) 4. M.A. in Hispanic Studies ( <b>Annexure-56</b> )
		<b><u>Department of Slavonic &amp; Finno Ugrian Studies</u></b> 1. M.A. Russian ( <b>Annexure-57</b> )
		<b><u>Department of Library &amp; Information Science</u></b> 1. Post-Graduate courses B.LISc. and M.LISc. ( <b>Annexure-58</b> )
		<b><u>Department of Urdu</u></b> 1. M.A. Urdu ( <b>Annexure-59</b> )
		<b><u>Department of Arabic</u></b> 1. M.A. Arabic ( <b>Annexure-60</b> )
		<b><u>Department of Sanskrit</u></b> 1. M.A. Sanskrit ( <b>Annexure-61</b> )
		<b><u>Department of Buddhist Studies</u></b> 1. M.A. Buddhist Studies ( <b>Annexure-62</b> )
2.	Social Science	<b><u>Department of Adult Continuing Education &amp; Extension</u></b> 1. M.A. Lifelong Learning & Extension ( <b>Annexure-63</b> )

		<b><u>Department of East Asian Studies</u></b> 1. M.A. East Asian Studies ( <b>Annexure-64</b> ) 2. Passing criteria of part time Certificate/ Diploma/ Advance Diploma course: ( <b>Annexure-65</b> ) a. <i>Certificate Course in Chinese Language (part-time) (CP-1)</i> b. <i>Certificate Course in Japanese Language (part-time) (JP-1)</i> c. <i>Certificate Course in Korean Language (part-time) (KP-1)</i> d. <i>Diploma Course in Chinese Language (part-time) (CP-2)</i> e. <i>Diploma Course in Japanese Language (part-time) (JP-2)</i> f. <i>Diploma Course in Korean Language (part-time) (KP-2)</i> g. <i>Advanced Diploma Course in Chinese Language (part-time) (CP-3)</i> h. <i>Advanced Diploma Course in Japanese Language (part-time) (JP-3)</i> i. <i>Advanced Diploma Course in Korean Language (part-time) (KP-3)</i>
		<b><u>Department of Geography</u></b> 1. M.A. Geography ( <b>Annexure-66</b> )
		<b><u>Department of History</u></b> 1. M.A. History ( <b>Annexure-67</b> )
		<b><u>Department of Political Science</u></b> 1. M.A. Political Science ( <b>Annexure-69</b> )
		<b><u>Department of Social Work</u></b> 1. M.A. Social Work ( <b>Annexure-70</b> )
		<b><u>Department of Sociology</u></b> 1. M.A. Sociology ( <b>Annexure-71</b> )
		<b><u>Department of Economics</u></b> 1. Introduction of syllabus of Basic Computational Techniques for Data Analysis paper of Department of Economics in B.A. Programme (CBCS) SEC IV (6 <sup>th</sup> Semester). ( <b>Annexure-72</b> )
3.	Law	1. Bachelor of Law (LL.B.) ( <b>Annexure-73</b> )

**33-4/** the recommendations of the Standing Committee on Academic Matters made at its meeting held on 11<sup>th</sup> July, 2019 and 14<sup>th</sup> July, 2019 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties/ Centre regarding revision/introduction of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Mathematical Sciences	<b><u>Department of Mathematical Sciences</u></b> 1. B.Sc. (Hons.) Mathematics ( <b>Annexure-74</b> ) 2. B.Sc. (Programme) Physical Sciences/Mathematical Sciences. ( <b>Annexure-75</b> ) 3. B.A. (Programme) Mathematics based papers. ( <b>Annexure-76</b> ) 4. B.Sc. (Programme) Analytical Chemistry. ( <b>Annexure-77</b> )

		<p>5. Generic Elective (GE) for Honours Courses. (<b>Annexure-78</b>)</p> <p>6. Generic Elective (GE) for B.A./ B.Com. Courses. (<b>Annexure-79</b>)</p> <p><b><u>Department of Statistics</u></b></p> <p>1. B.Sc. (Hons.) Statistics. (<b>Annexure-80</b>)</p> <p>2. B.A. (Programme) Statistics based papers. (<b>Annexure-81</b>)</p> <p>3. B.Sc. (Programme) Mathematical Sciences. (<b>Annexure-82</b>)</p> <p><b><u>Department of Computer Science</u></b></p> <p>1. B.Sc. (Hons.) Computer Science Programme. (<b>Annexure-83</b>)</p> <p>2. B.Sc. Programme Physical/ Mathematical Sciences. (<b>Annexure-84</b>)</p> <p>3. B.A. (Programme) Discipline Course in Computer Application. (<b>Annexure-85</b>)</p> <p>4. General Electives for Hons./ Non-Hons. Programs. (<b>Annexure-86</b>)</p> <p>5. MCA – Deep Learning MCA-410. (<b>Annexure-87</b>)</p> <p>6. M.Sc. – Deep Learning MCS-210. (<b>Annexure-88</b>)</p> <p><b><u>Department of Operational Research</u></b></p> <p>1. O.R. papers for B.Sc. Mathematical Sciences. (<b>Annexure-89</b>)</p> <p>2. O.R. papers for B.A. Programme. (<b>Annexure-90</b>)</p> <p>3. General Elective courses for B.A. (Hons.)/ B.Com. (Hons.)/B.Sc. (Hons.). (<b>Annexure-91</b>)</p>
2	<b>Faculty of Commerce &amp; Business Studies</b>	<p><b><u>Department of Commerce</u></b></p> <p>1. B.Com. (Hons.) (<b>Annexure-92</b>)</p> <p>2. B.Com. (Pass). (<b>Annexure-93</b>)</p> <p>3. B.A. (Programme) Commerce based papers. (<b>Annexure-94</b>)</p>
3.	<b>Faculty of Science</b>	<p>1. B.Sc. (Hons.) Polymer Science. (<b>Annexure-95</b>)</p> <p>2. B.Sc. (Hons.) Biological Science. (<b>Annexure-96</b>)</p> <p><b><u>Department of Botany</u></b></p> <p>1. B.Sc. (Hons.) Botany. (<b>Annexure-97</b>)</p> <p>2. B.Sc. Programme Applied Life Sciences with Agrochemicals and Pest Management (Botany Component) . (<b>Annexure-98</b>)</p> <p>3. B.Sc. Programme in Life Sciences (Botany Component). (<b>Annexure-99</b>)</p> <p><b><u>Department of Anthropology</u></b></p> <p>1. B.Sc. (Hons.) Anthropology. (<b>Annexure-100</b>)</p> <p><b><u>Department of Environmental Studies</u></b></p> <p>1. Six month Ability Enhancement compulsory course (AECC-I), Environmental Studies. (<b>Annexure-101</b>)</p> <p><b><u>Department of Home Science</u></b></p> <p>1. B.Sc. (Hons.) Home Science. (<b>Annexure-102</b>)</p> <p>2. B.Sc. (Hons.) Food Technology. (<b>Annexure-103</b>)</p> <p>3. B.Sc. (Prog.) Home Science. (<b>Annexure-104</b>)</p> <p>4. B.A. Programme Home Science based papers:</p> <p>(a) Nutrition Health Education. (<b>Annexure-105</b>)</p> <p>(b) Food Technology. (<b>Annexure-106</b>)</p> <p>(c) Apparel Design &amp; Construction. (<b>Annexure-107</b>)</p> <p>(d) Human Development &amp; Family Empowerment. (<b>Annexure-108</b>)</p> <p><b><u>Department of Zoology</u></b></p> <p>1. B.Sc. (Hons.) Zoology. (<b>Annexure-109</b>)</p>



		2. B.Sc. (Programme) Life Sciences. ( <b>Annexure-110</b> ) 3. B.Sc. (Programme) Applied Life Science with Agrochemicals & Pest Management. ( <b>Annexure-111</b> ) <u><b>Ambedkar Centre for Biomedical Research</b></u> 1. B.Sc. (Hons.) Biomedical Science. ( <b>Annexure-112</b> ) <u><b>Department of Geology</b></u> 1. B.Sc. (Hons.) Geology. ( <b>Annexure-113</b> ) <u><b>Department of Physics &amp; Astrophysics</b></u> 1. B.Sc. (Hons.) Physics. ( <b>Annexure-114</b> ) 2. B.Sc. Physical Sciences (Discipline Physics). ( <b>Annexure-115</b> ) 3. B.Sc. Physical Sciences (Discipline Electronics). ( <b>Annexure-116</b> )
4.	<b>Faculty of Music &amp; Fine Arts</b>	<u><b>Department of Music</b></u> 1. B.A. (Hons.) Hindustani Music (Vocal/ Instrumental). ( <b>Annexure-117</b> ) 2. B.A. (Hons.) Karnatak Music (Vocal/ Instrumental). ( <b>Annexure-118</b> ) 3. B.A. (Hons.) Hindustani Music – Percussion (Tabla/ Pakhawaj). ( <b>Annexure-119</b> ) 4. B.A. (Prog.) Hindustani Music based paper. ( <b>Annexure-120</b> ) 5. Generic Elective (GE) – Hindustani Music for other Hons. Courses. ( <b>Annexure-121</b> )
5.	<b>Inter-disciplinary &amp; Applied Sciences</b>	<u><b>Department of Biochemistry</b></u> 1. B.Sc. (Hons.) Biochemistry. ( <b>Annexure-122</b> ) <u><b>Department of Microbiology</b></u> 1. B.Sc. (Hons.) Microbiology. ( <b>Annexure-123</b> ) <u><b>Department of Electronic Science</b></u> 1. B.Sc. (Hons.) Electronic Science. ( <b>Annexure-124</b> ) 2. B.Sc. (Hons.) Instrumentation. ( <b>Annexure-125</b> ) 3. Change of scheme of examination for the curriculum in M.Tech.(Microwave Electronics).( <b>Annexure-126</b> ) <u><b>Department of Physical Education &amp; Sports Sciences</b></u> 1. B.Sc. (P.E., H.E.& S.) Programme. ( <b>Annexure-127</b> )
6.	<b>Applied Sciences Humanities Social &amp;</b>	1. B.A. (Hons.) Multi Media and Mass Communication. ( <b>Annexure-128</b> ) 2. Bachelor of Management Studies (BMS). ( <b>Annexure-128A</b> ) 3. Bachelor of Business Administration (Financial Investment Analysis) BBA(FIA). ( <b>Annexure-129</b> ) 4. Bachelor of Business Economics. ( <b>Annexure-130</b> ) 5. B.Voc. (Retail and Logistics Management).* ( <b>Annexure-131</b> ) 6. B.Voc. ( E-Taxation and E-Accounting).* ( <b>Annexure-132</b> ) 7. B.Voc. (Applied Computer Sciences).* ( <b>Annexure-133</b> ) 8. B.Voc. (Forensic Science Techniques).* ( <b>Annexure-134</b> ) 9. B.Voc. (Communication and Mass Media Production).* ( <b>Annexure-135</b> ) 10. B.Voc. (Multimedia, e-Learning and m-Learning).* ( <b>Annexure-136</b> ) * <i>Ref.: A.C. Resolution No. 11 dated 2/16 January, 2019.</i>
7.	<b>Arts</b>	<u><b>Department of Arabic</b></u> 1. B.A. (Hons.) Arabic. ( <b>Annexure-137</b> )

		2. B.A. (Programme) Arabic. ( <b>Annexure-138</b> ) <b><u>Department of Buddhist Studies</u></b> 1. B.A. (Prog.) Buddhist Studies. ( <b>Annexure-139</b> )
		<b><u>Department of Germanic &amp; Romance Studies</u></b> 1. B.A. (Hons.) French. ( <b>Annexure-140</b> ) 2. B.A. (Hons.) German. ( <b>Annexure-141</b> ) 3. B.A. (Hons.) Italian. ( <b>Annexure-142</b> ) 4. B.A. (Hons.) Spanish. ( <b>Annexure-143</b> ) 5. B.A. (Prog.) French. ( <b>Annexure-144</b> ) 6. B.A. (Prog.) German. ( <b>Annexure-145</b> ) 7. B.A. (Prog.) Spanish. ( <b>Annexure-146</b> )
		<b><u>Department of Linguistics</u></b> 1. B.A. Programme Linguistics. ( <b>Annexure-147</b> ) 2. M.A. Linguistics. ( <b>Annexure-148</b> )
		<b><u>Department of Modern Indian Languages and Literary Studies</u></b> 1. B.A. (Hons.) Bengali. ( <b>Annexure-149</b> ) 2. UG Course Bengali. ( <b>Annexure-150</b> ) 3. UG Course Sindhi. ( <b>Annexure-151</b> ) 4. UG Course Tamil. ( <b>Annexure-152</b> ) 5. UG Course Telugu. ( <b>Annexure-153</b> ) 6. MIL core Courses (Assamese, Gujrati, Kannada, Malayalam, Manipuri, Marathi, Odia). ( <b>Annexure-154</b> )
		<b><u>Department of Persian</u></b> 1. B.A. (Hons.) Persian. ( <b>Annexure-155</b> ) 2. B.A. Programme Persian. ( <b>Annexure-156</b> )
		<b><u>Department of Philosophy</u></b> 1. B.A. (Hons.) Philosophy. ( <b>Annexure-157</b> ) 2. B.A. Programme Philosophy. ( <b>Annexure-158</b> )
		<b><u>Department of Psychology</u></b> 1. B.A. (Hons.) Psychology. ( <b>Annexure-159</b> ) 2. B.A. (Hons.) Applied Psychology. ( <b>Annexure-160</b> )
		<b><u>Department of Punjabi</u></b> 1. B.A. (Hons.) Punjabi. ( <b>Annexure-161</b> ) 2. And Other Honours Courses. ( <b>Annexure-162</b> )
		<b><u>Department of Sanskrit</u></b> 1. B.A. (Hons.) Sanskrit. ( <b>Annexure-163</b> ) 2. Undergraduate Course for Sanskrit. ( <b>Annexure-164</b> )
		<b><u>Department of Urdu</u></b> 1. B.A. (Hons.) Urdu. ( <b>Annexure-165</b> ) 2. B.A. (Prog.)/B.Com. (Prog.) Urdu. ( <b>Annexure-166</b> )
8.	<b>Cluster Innovation Centre</b>	<b><u>Cluster Innovation Centre</u></b> 1. B. Tech. (Information Technology & Mathematical Innovations). ( <b>Annexure-167</b> ) 2. B.A. (Hons.) (Humanities & Social Sciences). ( <b>Annexure-168</b> ) 3. M.Sc. (Mathematics Education) ( <b>Annexure-169</b> )
9.	<b>Social Sciences</b>	<b><u>Department of Economics</u></b> 1. B.A. (Hons.) Economics. ( <b>Annexure-170</b> ) 2. B.A. (Prog.) Economics. ( <b>Annexure-171</b> ) 3. B.Com. (Prog.) General Elective Course. ( <b>Annexure-172</b> ) 4. M.A. Economics ( <b>Annexure-173</b> )

		<b><u>Department of Social Work</u></b> 1. B.A. (Hons.) Social Work. ( <b>Annexure-174</b> )
		<b><u>Department of Adult Continuing Education &amp; Extension</u></b> 1. Generic Elective Courses for B.A. (Hons.) Journalism. ( <b>Annexure-175</b> )
		<b><u>College of Vocational Studies</u></b> 1. B.A. (Vocational Studies) Human Resource Management. ( <b>Annexure-176</b> ) 2. B.A. (Vocational Studies) Management and Marketing of Insurance. ( <b>Annexure-177</b> ) 3. B.A. (Vocational Studies) Marketing Management and Retail Business. ( <b>Annexure-178</b> ) 4. B.A. (Vocational Studies) Material Management. ( <b>Annexure-179</b> ) 5. B.A. (Vocational Studies) Office Management & Secretarial Practice. ( <b>Annexure-180</b> ) 6. B.A. (Vocational Studies) Small and Medium Enterprises. ( <b>Annexure-181</b> ) 7. B.A. (Vocational Studies) Tourism Management. ( <b>Annexure-182</b> )
10.	<b>Education</b>	1. B.A. (Prog.) Education. ( <b>Annexure-183</b> )
11.	<b>Management Studies</b>	1. Master of Business Administration (MBA) (Full Time) ( <b>Annexure-184</b> ) 2. Master of Business Administration (Health Care Administration) ( <b>Annexure-185</b> ) 3. Master of Business Administration (Executive) ( <b>Annexure-186</b> )
12.	<b>Medical Sciences</b>	1. Change of nomenclature of M.Ch. Plastic Surgery to M.Ch. (Plastic & Reconstructive Surgery) ( <b>Annexure-187</b> ) 2. Change of nomenclature of MD (Radio-therapy) to MD (Radiation Oncology) ( <b>Annexure-188</b> ) 3. Amendment in the MDS Ordinance. ( <b>Annexure-189</b> )

**33-5/** the recommendations of the Standing Committee on Academic Matters made at its meeting held on 20.08.2018, 24.08.2018, 28.08.2018 and 11.07.2019 under the Chairmanship of Prof. J.P. Khurana, the Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted:

Sr. No	Faculty	Courses
1.	Arts	<b><u>Department of Punjabi</u></b> 1. M.A. Punjabi. ( <b>Annexure-191</b> ) <b><u>Department of Hindi</u></b> 1. B.A. (Prog.) Hindi. ( <b>Annexure-192</b> ) 2. B.Com. (Prog.) Hindi. ( <b>Annexure-193</b> ) 3. B.A. (Prog.) Prayojanmoolak Hindi. ( <b>Annexure-194</b> ) 4. B.A. (Hons.) Hindi. ( <b>Annexure-195</b> ) 5. B.A. (Hons.) Hindi Patrakarita evam Jansanchar. ( <b>Annexure-196</b> )
2.	Law	1. LL.M. (2year/3year) ( <b>Annexure-197</b> )

<b>3.</b>	<b>Science</b>	<b><u>Department of Chemistry</u></b> 1. M.Sc. Chemistry ( <b>Annexure-198</b> ) 2. B.Sc. (Programme) Life Science. ( <b>Annexure-200</b> ) 3. B.Sc. (Programme) Physical Science. ( <b>Annexure-201</b> ) 4. B.Sc. Applied Life Sciences with Agrochemicals and Pest Management. ( <b>Annexure-202</b> ) 5. B.Sc. Analytical Chemistry. ( <b>Annexure-203</b> ) 6. B.Sc. Industrial Chemistry. ( <b>Annexure-204</b> )
<b>4.</b>	<b>Social Sciences</b>	<b><u>Department of Geography</u></b> 1. B.A. (Hons.) Geography and B.A./B.Sc. (Prog.) Geography. ( <b>Annexure-205</b> )

(The above Resolution No. 33-1, 33-2, 33-3, 33-4 and 33-5 have been minuted separately also on 21.07.2019).

**33-6/** The Council accepted the recommendations of Academic Council to constitute an Oversight Committee for addressing matters related to revision of Courses, if any, and other related matters.

(Four Members dissented)

**33-7/** Resolved that B.Sc. (Hons.) Chemistry syllabi be approved, except Skill Enhancement Course (SEC) titled “Reactions, Reagents and Chemical Process” be referred back to the Department of Chemistry for further consideration by the Committee of Courses and Faculty of Science and the revised version of the SEC be then submitted to the ‘Oversight Committee’ for further necessary action.

**33-8/** Syllabi of Undergraduate Courses of Department of English, Department of Sociology, Department of History and Department of Political Science, after incorporating suggestions of the members of the Academic Council by the respective Head of the Departments, were placed on the table. After due deliberations, it was resolved that these syllabi be referred back to the respective Departments for further consideration by the Committee of Courses and respective faculties and the revised version of the syllabi be then submitted to the ‘Oversight Committee’ for further necessary action.

(Two Members dissented)

**33-9/** Resolved that NCTE letter No. NCTE-Reg/011/59/2019-US(Regulation)HQ/79745 dated 20.06.2019 from the Under Secretary, NCTE, Delhi containing NCTE Regulation 2014 and NCTE Amendments Regulations 2017, be accepted (**Annexure-206**).

**33-10/** Resolved that proposed Modifications in the Ordinance IX (8) regarding Post-Graduate Courses (M.A./ M.Sc./ M.Com.) governed under the scheme of Examinations of the Choice Based Credit System (CBCS) recommended by the Committee under Co-Chairperson Prof. Kavita Sharma constituted vide University Notification No. Acad.I/Admissions/2018/456 dated 22<sup>nd</sup> February, 2018 be accepted. It was further resolved that consequential amendments to the relevant Ordinances of the University be made accordingly. (**Annexure-207**)

**33-11/** Resolved that the revised curriculum of the Under-graduate and Post-graduate courses shall also be applicable for School of Open Learning and Non-Collegiate Women Education Board (NCWEB) w.e.f. academic session 2019-2020. Accordingly, the examination scheme for Under-graduate and Post-graduate shall also be applicable to both School of Open Learning and Non-Collegiate Women Education Board. Director, COL, and Chairman, NCWEB, in consultation with Dean (Examination) will work out the modalities about the conduct of examinations in semester mode and present a proposal before the Executive Council.

**34/-** The Executive Council considered the panel of names duly approved by the Hon'ble Dy. Chief Minister, Govt. of NCT of Delhi for nomination to the Governing Bodies of 28 Govt. of NCT of Delhi Sponsored Colleges of the University of Delhi. The panel received vide letter no. DHE-33(2)/G.B./28/Colleges/2019/2738 dated 28.06.2019 and DHE-33(2)/G.B./28/Colleges/2019/3185-88 dated 18.07.2019 Govt. of NCT of Delhi are placed at **Appendix-III**.

Members noted several discrepancies in the panel of names recommended by the Govt. of NCT (from their list), which are not as per norms and also lacked some details essential for consideration by the Executive Council. It was thus resolved to constitute a Committee to review the panel of names and make appropriate suggestions for communication to the Govt. of NCT to revise the list at the earliest.

**35/-** Resolved that the following panel of persons for election of the Treasurer of the University under provision of Statute (11)(J) be approved.

1. Dr. Subhash Chandra Pandey
2. Shri P.K. Mishra
3. Shri K. Satheesh Babu

(Copies of the CV/Resume are enclosed as Appendix-IV)

**36/-** The following decision/action taken by the Vice-Chancellor in exercise of his powers/delegated powers vest upon him other than emergency powers in the following matters were reported, recorded and confirmed:

1. Accord of approval on 17.06.2019 to the constitution of the Editorial Board consisting of the following to prepare the 96<sup>th</sup> Annual Report, (period from 1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2019) of the University.
  1. Prof. Pami Dua, Dean Academic Activities & Projects - Chairperson
  2. Prof. Tarun Kumar Das, Registrar
  3. Dr. Payal Mago, Joint Dean Colleges
  4. Prof. Yogendra Singh, Dean Research, Life Sciences
  5. Prof. T. R. Seshadri, Dean Research, Physical & Mathematical Sciences
  6. Prof. Suman Kundu, Department of Biochemistry
  7. Prof. Reetesh Kumar Singh, Dean, Faculty of Commerce
  8. Prof. Sunita Singh Sengupta, Dean, Faculty of Management Studies
  9. Prof. Neera Agnimitra, Head, Department of Social Work
  10. Prof. Arun Jaganath, Department of Botany
  11. Prof. Sanjay Kapoor, Department of Plant Molecular Biology
  12. Prof. Vandana Roy, Dean, Faculty of Medical Sciences

13. Prof. Ajay Kumar, Department of Mathematics
  14. Prof. Nandita Babu, Department of Psychology
  15. Prof. Shormishtha Panja, Department of English
  16. Dr. Mukesh Mehlawat, Department of Operational Research
  17. Dr. Asani Bhaduri, Cluster Innovation Centre
  18. Dr. K. Ratnabali, Faculty of Law
  19. Capt. Parminder Sehgal, NSS Coordinator
  20. Dr. Uma Chaudhry, Bhaskaracharya College of Applied Science
  21. Dr. Surinder Kaur, SGTB Khalsa College
  22. Dr. Renu Baweja, Shivaji College
  23. Dr. Sudhir Sharma, Joint Registrar, Council
2. Accord of approval on 06.07.2019 to the extension of deputation to Dr. Sugata Bag as Visiting Professor of Economics Chair at University of Colombo, Colombo, Sri Lanka for a period of six months i.e. till 13.01.2020.

**37/- Ref.: E.C. Resolution No. 4 (12) dated 28.05.2015**

Resolved that the receipt of letter No. 4-11/2017-CU-II, Government of India, Ministry of Human Resource Development, Department of Higher Education dated 26<sup>th</sup> June, 2019 received from Sh. P.K. Singh, Under Secretary to the Government of India regarding amendment to Statute 9-B of the Statutes of the University related to the merger of Department of Business Economics and Department of Financial Studies into a single department named as “*Department of Finance and Business Economics*” be reported and recorded. (Copy of letter is placed at Appendix-V)

**38/- The action taken by the Vice-Chancellor in appointing/ re-appointing/ nominating/ re-nominating, in the following matters were reported, recorded and confirmed:-**

**38-1/-** In appointing the Teacher Representatives on the Governing Bodies of the colleges for a period of one year as per provisions of Ordinance-XVIII of the University. The details are placed at **Appendix-VI**.

**38-2/-** In appointing/Re-appointing/Extension of term of appointment in respect of Chairman/Chairperson/E.C. Nominee/Special Invitee/Ex-Officio Member/Members of the Governing Bodies of University Maintained Institution/Colleges.

**For Governing Body of Dyal Singh College for a period of one year w.e.f. 04.07.2019:**

1. Mr. Rajiv Nayan as Chairman
2. Dr. Varun Veer as Member
3. Prof. Shobha Sinha, as Member

**38-3/-** University Representatives on the Governing Body of the various Colleges for a period of one year as per details placed at **Appendix-VII**.

**Any other item with the permission of Chair.**

**39/-** Serious concern was expressed about the status of the facilities and availability of infrastructure in a few of the Trust Maintained Colleges, and it was pointed out that some of these Trusts do not regularly contribute their mandatory 5% share towards the budget of the college concerned. It is, thus, imperative that any trust that has failed to contribute its share, the process of getting 100% grant-in-aid from the UGC and converting that Trust Maintained College into a University maintained institution may be initiated.

The meeting ended with a vote of thanks to the Chair.

**Sd/-**  
**(Prof. Tarun Kumar Das)**  
Registrar – Secretary

**Sd/-**  
**(Prof. Yogesh Kumar Tyagi)**  
Vice-Chancellor – Chairman



# UNIVERSITY OF DELHI

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## 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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## CONTENTS

<b>S.No.</b>	<b>Title</b>	<b>Page No.</b>
1.	Affiliation	3
2.	Preamble	3-4
3.	Vision	4
4.	Objectives	4
5.	Structure of the Courses	4-5
6.	Principles kept in mind while drafting the course	5
7.	Program Structure	5-10
	1. Semester I	6
	2. Semester II	7
	3. Semester III	7-8
	4. Semester IV	9-10
8.	Eligibility of Admissions	10
9.	Assessment of Student's performance and scheme of examination	10-11
10.	Pass percentage and promotion criteria	11-12
11.	Course Content	13-56
	1. Semester I	13-17
	2. Semester II	18-27
	3. Semester III	28-42
	4. Semester IV	43-56

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

### **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.

<b>Paper No:</b>	<b>Nature of paper</b>	<b>Title</b>	<b>Maximum marks</b>	<b>Credit Points</b>
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.

<b>Paper No:</b>	<b>Nature of paper</b>	<b>Title</b>	<b>Maximum marks</b>	<b>Credit points</b>
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 24 points.

<b>Paper No:</b>	<b>Nature of paper</b>	<b>Title</b>	<b>Maximum marks</b>	<b>Credit points</b>
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

Credits: 4

**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* (2<sup>nd</sup> 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*. 4<sup>th</sup> 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* (5<sup>th</sup> 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*. 6<sup>th</sup> 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*. 4<sup>th</sup> 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*. 2<sup>nd</sup> 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*. 6<sup>th</sup> 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*, 13<sup>th</sup> 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*. (7<sup>th</sup> 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 (2<sup>nd</sup> 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. (7<sup>th</sup> 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 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.

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

**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, 3<sup>rd</sup> 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*, 6<sup>th</sup> 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 technostructural 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*, 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 Technostructural 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)

**Paper: AP/30003B: Managing Across Cultures (Elective)**

Maximum marks: 100

Credits: 4

**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* (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: 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*. 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 in 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., Tassinari, 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, 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.)

Northhouse, 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-perceptions 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.

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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