

## **APPLIED PSYCHOLOGY**

### **Courses Offered by Department of Psychology**

#### **DISCIPLINE SPECIFIC CORE (DSC) COURSES OF APPLIED PSYCHOLOGY**

##### **Semester 5:**

- DSC 13: Essentials of Organizational Psychology
- DSC 14: Understanding Mental Disorders
- DSC 15: Systems & Theories in Psychology

### DISCIPLINE SPECIFIC CORE COURSE – 13

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical /Practice		
DSC 13: Essentials of Organizational Psychology	4	3	0	1	Class 12 <sup>th</sup> Pass	Nil

#### Learning Objectives

The learning objectives of this course are as follows:

- To develop an awareness among students regarding the concepts and theories related to Industrial and Organizational Psychology (I/O Psychology) and its historical development, especially with reference to contemporary Indian research.
- To help students develop a connection between the determinants of individual, group, and organizational processes and apply this understanding to the solution of problems at work.
- To understand the evolution of the field of Organizational Psychology and the challenges faced by the field today.

#### Learning Outcomes

The learning outcomes of this course are as follows:

- Developing knowledge of I/O Psychology and its historical development (especially w.r.t India).
- Understanding ideas and issues related to organizational behavior, OB models, organizational structure, and organizational designs.
- Displaying knowledge related to employee attitudes such as job satisfaction, work motivation, and leadership.

#### Syllabus

Unit 1 Evolution of Industrial/Organizational Psychology: Historical Background of Industrial and Organizational Psychology with inputs from the Indian context; Historical Antecedents of I/O

Psychology OB Models (Robbins and Parikh & Gupta); Challenges faced by the field: Sexual Harassment, Discrimination & Diversity; Elements of Organizational structure; Common Organizational Designs and New Design Options. (15 Hours)

Unit 2 Factors Effecting Performance at Workplace: Nature of Performance at workplace, Performance and productivity, Employee Attitudes: Job Satisfaction and Dissatisfaction, Employee Engagement and Karma Yoga; Workplace Motivation: theories: Herzberg's Two factor theory, Porter and Lawler's Expectancy theory, Edwin Locke's Goal-setting theory, Adam's Equity theory, Deci & Ryan's Self- determination Theory. (15 Hours)

Unit 3. Dynamics of Organizational Psychology: Power and empowerment; Leadership: Nature, Early Approaches (Great Man and Trait Approaches) Fiedler's Contingency theory, Contemporary theories (Burns and Bass Transformational theory, Northouse Authentic leadership theory, Virtual Leadership) Mentorship. Indian perspective on leadership, Issues and challenges to leadership. (15 Hours)

**Practical Component: (30 Hours)**

1. One field based practical from the units above
2. One practical to assess any job attitude, leadership, or any other organization-related concept from the units above.

**Essential/Recommended Readings**

Greenberg, J. & Baron, R.A. (2010/latest edition). *Behavior in Organizations*. Noida: Dorling Kindersley.

Luthans, F. Luthans, B.C. & Luthans, K. W. (2021). *Organizational Behavior: An Evidence-Based Approach*. Information Age Publishing.

Jex, S.M. & Britt, T. W. (2014/latest edition). *Organizational Psychology: A Scientist–Practitioner Approach*. John Wiley & Sons

Northouse, P.G. (2018/latest edition). *Leadership: Theory and Practice*. Sage Publications, India

Pareek, U. & Khanna S. (2016). *Understanding Organizational Behavior*. Oxford: Oxford University Press.

Vischer, J. (2007). *The Concept of Workplace Performance and Its Value to Managers*. California Management Review. 49. 2.

[https://www.researchgate.net/publication/255648928\\_The\\_Concept\\_of\\_Workplace\\_Performance\\_and\\_Its\\_Value\\_to\\_Managers](https://www.researchgate.net/publication/255648928_The_Concept_of_Workplace_Performance_and_Its_Value_to_Managers)

**Suggested Readings:**

Robbins, S. P. Judge, T. A. & Vohra, N. (2019/latest edition). *Organizational Behavior* (18th Ed). New Delhi: Pearson.

Howes, S & Muchinsky, P. (2023). *Psychology applied to work: An introduction to Industrial and Organizational psychology*. Summerfield, NC: Hypergraphic Press.

Uhl-Bien, M., Piccolo, R. F., Schermerhorn Jr, J. R. & Dash, S.S. (2022). *Organizational behavior. An Indian Adaptation*. India: John Wiley & Sons.

Prakash, A. (2011). Organizational Behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.

Parikh, M. & Gupta, R. (2010). *Organization Behaviour*. Tata McGraw Hill Education, New Delhi

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

## DISCIPLINE SPECIFIC CORE COURSE – 14

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14: Understanding Mental Disorders	4	3	0	1	Class 12 <sup>th</sup> Pass	Nil

#### Learning Objectives

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of various psychological disorders.
- To orient learners to the diagnostic criteria and related vocabulary of major psychological disorders.

#### Learning Outcomes

- Distinguish between normal and abnormal behavior and learn the criteria for determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the *Diagnostic and Statistical Manual of Mental Disorders* and *International Classification of Diseases – Mental Disorders* section).
- Discriminate between various anxiety disorders and different mood disorders.

#### Syllabus-

Unit – I. Introduction: Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment (15 Hours)

Unit – II. Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics): Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder (15 Hours)

Unit – III. Depressive Disorder & Bipolar Disorders (Clinical Picture and Dynamics): Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia. (15 Hours)

**Practical Component: (30 Hours)**

Suggestive Practicals: A total of two practicals from any of the following:

- Mental Status Examination (MSE).
- Assessment of anxiety disorders using any psychometric test.
- Assessment of depression/bipolar disorders using any psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, and diagnosis
- Analysis of mental illness related visual media/text to understand mental disorders and differential diagnosis.

### **Essential/recommended readings**

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17th ed.) New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Diagnostic & Statistical Manual of Mental Disorders (2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.

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

### **Suggested Readings**

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

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

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

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## DISCIPLINE SPECIFIC CORE COURSE – 15

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 15: Systems & Theories in Psychology	4	3	1	0	Class 12 <sup>th</sup> Pass	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To help students understand the evolution of Psychology in Indian and Western thought (including philosophical and general-scientific milestone events that have influenced the development of the discipline.)
- To develop critical thinking skills with an increased ability to articulate sound arguments and ask relevant questions regarding theories and principles of psychology.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to critically analyze different perspectives in Psychology.
- By studying this course, students will appreciate the contribution of Indian thought to Psychology as a discipline in India.
- By studying this course, students will become aware of the debates in the discipline and learn to examine issues critically.

## **Syllabus**

UNIT – I Ontology, epistemology and methodology of Psychology in India and West: Issues in practice of Psychology as a natural and human science, Philosophical questions in Science, Psychology as a science. Discipline of Psychology in Indian tradition, methodology, applications, and its difference from Western perspectives. (12 hours)

UNIT – II Schools of thoughts in Psychology - I: British empiricism, Structuralism, Functionalism, Classical Behaviourism, Neo-behaviourism (view of human nature, central tenets of the schools) (12 hours)

UNIT – III Schools of thoughts in Psychology - II: Cognitive revolution. Classical Psychoanalysis and neo-Freudians, Humanistic-Existential, Transpersonal-Spiritual perspective (view of human nature and central tenets of the schools) (12 hours)

UNIT – IV. Psychology in Indian System of thoughts: Upanishads, Samkhya-Yoga, Advaita Vedanta, Buddhism, Jainism, Sufi tradition, folk traditions with emphasis on Kabir Das (view of human nature, mind and self) (12 hours)

**Practical component (if any) - NIL**

## **Suggested Tutorial activities (30hours)**

Objectivity and subjectivity in Science - a group discussion or science and spirituality - a group discussion (Drawing elements from Fritjof Capra's The Tao of Physics); A class debate on Psychology as a Science; YouTube videos of Shabnam Virmani on Kabir: An experiential journey; Preparing a time line of History of Psychology in India, highlighting important contributions and Psychologists in India; A discussion on the contribution of women Psychologists to the discipline of psychology; A critical evaluation of all the major schools of Psychology and creating a framework for a holistic model

## **Essential/Recommended Readings**

Dalal, A. K. (2011). Journey back to the roots: Psychology in India. In Cornelissen, R. M. M., Misra, G., Varma, S. (Eds.), *Foundations of Indian Psychology*, Volume 1, Theories and Concepts. Pearson.



- Dhar, P. L. (2011). No I, No Problems: The Quintessence of Buddhist Psychology of Awakening. *Psychological Studies*. 56, 398. <https://doi.org/10.1007/s12646-011-0111-0> (Buddhism)
- Fragar, R. & Fadiman, J. (2013). *Personality and Personal Growth*. Pearson. (Chapters on Buddhism and Sufism)
- Hergenhahn, H. R. & Henley, T. B. (2014). *An Introduction to the History of Psychology Seventh Edition*. Wadsworth Cengage Learning.
- King, D.B., Woody, W.D. & Viney, W. (2013). *A History of Psychology: Ideas and Context*. (5th Edition). Pearson.
- Kireet, J. *Summary of Upanishads and Gita* (word document)
- Leahey, T. H. (2018). *A History of Psychology: From antiquity to modernity*. (8<sup>th</sup> Edition). N.Y: Routledge. (Chapter 1: Understanding Science; Chapter 7 Psychology as Science)
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
- Ramakrishna Rao, K. & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer.
- Shirazi, B. A. K. (2013). The Sufi path of self-transformation. In Matthijs Cornelissen, Girishwar Misra, Suneet Varma (Eds). *Foundations and applications of Indian psychology*. Pearson Education India.
- Singh, K. (2011). Beyond mind: The future of psychology as a science. In R. M. M. Cornellisen, G. Misra & S. Varma (Eds.), *Foundations of Indian Psychology: Concepts and theories* (pp. 86-102). Pearson.
- Varma, S. (2002). The farther reaches of a new psychology. *Psychological Studies*, 47, 70-86.
- Virmani, S. (n.d.). [https://www.india-seminar.com/2010/605/605\\_shabnam\\_varmani.htm](https://www.india-seminar.com/2010/605/605_shabnam_varmani.htm) (for Kabir)

### **Suggested Readings**

Bhatia S. (2002). Orientalism in Euro-American and Indian psychology: historical representations of "natives" in Colonial and postcolonial contexts. *History of psychology*, 5(4), 376–398. <https://doi.org/10.1037/1093-4510.5.4.376>.

Cornelliseen, M., Misra, G. & Varma, S. (Eds) (2014). *Foundations and applications of Indian Psychology*. Pearson: New Delhi

Dalal, A.K. & Misra, G. (2010). "[\*The Core and Context of Indian Psychology\*](#)," [\*Psychology and Developing Societies\*](#), Vol. 22(1), pages 121-155, March.

Kireet, J. (2012). *The Veda in the Light of Sri Aurobindo*. Popular Media.

Kireet, J. (2009). *The Gita and its Synthesis of Yoga*. The Mother's Institute of Research.

Kireet, J. (2012). *Science and Spirituality*. Shubhra Ketu Foundation and The Mother's Institute of Research

Virmani, S. Had-unhad. <https://www.youtube.com/watch?v=QKI4RcplM5o>

Virmani, S. Koi sunta hai. <https://www.youtube.com/watch?v=Dr83axn1IbM>

Youtube Videos of Team Sunaad

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