HSNC University

Mumbai

(2023-2024)

Ordinances and

Regulations With Respect

to

Choice Based Credit
System (CBCS)
For the Programmes
Under

Faculty of Arts
For the Course
PSYCHOLOGY

PSYCHOLOGY
SYLLABUS FOR PG FIRST YEAR (OF 2-YEARS MASTER'S PROGRAM)

PREAMBLE

In an era of increasing importance of social sciences in various settings, the need for quality training of social scientists becomes more prominent than ever. There is a proliferation of courses which offer to train young adults to become psychological professionals, yet the usefulness of this discipline to the society outside of its psychiatric wards is yet to be acknowledged. The question, then is, how do we achieve this? We live in a country where there is a plethora of social wisdom offering remedies to problems of human behavior and thought. What sets Psychology apart from these communal treasures of wisdom is its scientific nature, its acknowledgment of the universality of human bias and its ceaseless attempts at consciously guarding itself against the effect of such biases in the knowledge it produces. While the undergraduate program tries to instill the core values of this scientific discipline of human behavior and mental processes, the postgraduate program should aim at bringing it out into professional practice. It should result in creating a foundation of skills which is malleable to any setting it is employed in, ideally, with some guidance from a more seasoned professional from that setting. This is what these two semesters of this postgraduate curriculum hopes to achieve-building that foundation, upon which the learner would manage to solve human interpersonal problems as an associate of the science of human behavior and mental processes- *a psychology associate*.

Program Objectives:
1. To enable advanced thinking with regards to psychological sciences
2. To impart applied knowledge in psychology
3. To instill scientific temper into one's skills
4. To develop skills to work as a psychology associate in collaboration with an organization or a professional
5. To develop skills for carrying out evidence-based practice.

PG FIRST YEAR (FOR 2 YEAR DEGREE) TEMPLATE

Sem.	50 % of Total Credit		RM	Internship/ Apprenticeship	Total
	Major	DSE / Core Elective			
I	4+4+4	2+2	4	-	20
II	4+4+4	2+2	-	4	20
	32		**4**	**4**	**40**

DIVISION OF SUBJECTS

SEMESTER I	SEMESTER II
MAJOR	
M1.1 Cognitive Psychology (4 credits) M1.2 Personality Psychology (4 Credits) M1.3 Statistics for Psychology (4 Credits)	M2.1 Human Resource Management (4 Credits) M2.2 Multiculturalism: Theory and Practice (4 Credits) M2.3 Counseling Across Diverse Groups (4 Credits)
DISCIPLINE SPECIFIC ELECTIVES	
D1.1 Psychological Testing and Psychometrics (2 Credits Theory + 2 Credits Lab Work)	D2.1 Advanced Skills in Psychological Intervention (2 Credits Theory + 2 Credits Lab Work)
RESEARCH METHODOLOGY	
RM1.1 Research Methodology for Psychology (4 Credits)	
INTERNSHIP/ APPRENTICESHIP	
	OJT2.1 Psychology Associateship (4 credits internship)

PG (2- YEARS MASTER PROGRAM) SEMESTER I

Major Subjects
4 credits each subject
1 credit= 15 hours
Minimum 60 hours

MAJOR 1.1 Psychology of Cognition and Emotion

Learning Objectives:
OBJ1: Understanding advanced topics of cognitive science
OBJ2: Understanding the neuropsychological underpinnings of cognitive processes
OBJ3: Applying cognitive psychology knowledge to real-life problems
OBJ4: Understanding theories, biological basis, and development of human emotions

Learning Outcomes:
CO1: To be able to explain advanced topics of cognitive science
CO2: To be able to theorize neuropsychological underpinnings of cognitive processes
CO3: To conceptualize solutions to real-life problems using cognitive psychology knowledge
CO4: To be able to describe human emotional phenomena using theories of mental processes and biological processes.

Unit 1: Cognitive neuroscience, attention and perception
   a. Cognitive neuroscience: neuronal structure and function; intelligence and neuroscience; methods of cognitive neuroscience
   b. Visual perception: visual object recognition, face perception
   c. Attention and consciousness: attention processes, theories of attention, consciousness of mental processes; preconscious processing
   d. Neuropsychological basis of attention and visual perception

Unit 2: Memory and language
   a. Memory: models and research methods; metacognition
   b. Memory processes; mental images, maps, and propositions
   c. Language and language in context
   d. Neuropsychological basis of memory and language

Unit 3: Thinking and intelligence
   a. Problem solving and creativity
   b. Thinking, decision making and reasoning
   c. Human intelligence. organization of knowledge in the mind
   d. Neuropsychological basis of executive functions

Unit 4. Psychology of emotions
   a. Theories of emotions
   b. Biological basis of human emotions
   c. Measurement of emotions
   d. Emotional development and regulation

Suggested Readings:

1. Anderson, V., Jacobs, R. & Anderson, P. (2008). *Executive Functions and the Frontal Lobes:A Lifespan Perspective.* NY: Psychology Press.
2. Baddeley, A. (1990). *Human memory: Theory and practice.* Boston: Allyn& Bacon.
3. Beaumont, J. G., Kenealy, P. M., & Rogers, M. J. C. (Ed.). (1999). *The Blackwell dictionary of neuropsychology.* Oxford: Blackwell Publishers.
4. Berry, J. W., Poortinga, Y. H., Segal, M. H., &Dason, P. R. (2002). *Cross-cultural psychology: Research and perspective.* Cambridge: CUP.
5. Bly, B.M. &Rumelhart, D. E. (1999). Cognitive Science. Academic Press: San Diego.
6. Carlson, N. (1999). *Physiology of behaviour.* Boston: Allyn& Bacon.
7. Jurado, M. B. & Rosselli, M. (2007). The Elusive Nature of Executive Functions: A Review of our Current Understanding. *Neuropsychol Rev*, 17:213–233.
8. Carruther, P. & Chamberlain, A. (Ed.). (2000). *Evolution and the human mind: modularity, language and meta-cognition.*
9. Dalgleish, T. & Power, MJ. (2000). *Handbook of Cognition and Emotion*. John Wiely: Sussex.
10. Ekman, P. &Cordaro, D. (2011). What is meant by calling emotions basic. *Emotion Review, 3,* 364-370.
11. Finger, S. (1994). *Origin of neuroscience: A history of explorations into brain function.* N.Y.: OUP.
12. Franken, R. E. (2002). *Human motivation.* Australia: Wadsworth.
13. Gazzaniga (Ed.), *The New Cognitive Neurosciences, Second Edition*. Cambridge, MA: MIT Press.
14. Green, D. W. (1996). *Cognitive science: An introduction.* Oxford: Blackwell.
15. Johnson, M. H. (1997). *Developmental cognitive neuroscience.* Blackwell Publishers.
16. Kellogg, R. T. (1997). *Cognitive psychology.* London: Sage.
17. Kolb B., &Whishaw I.Q. (2007). *Fundamentals of human neuropsychology (6th ed).* New York, NY: Worth Publishers.
18. Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). (2010). *Handbook of emotions* (3rd edition). New York, NY: Guilford.
19. Lezak, M. D. (1976). *Neuropsychological assessment*. NY: OUP.
20. Matlin, M. W. (2009). *Cognition.* John Wiley & Sons: NJ.
21. Mauss, I. B. & Robinson, M. D. (2009). Measures of emotion: A review. *Cognition and Emotion, 23,* 209-237.

22. Mehu, M., Mortillaro, M., Banziger, T., & Scherer, K. R. (2012). Reliable facial muscle activation enhances recognizability and credibility of emotional expression. *Emotion, 12,* 701 715.
23. Nelson, T. O. (1992). *Metacognition: Core readings.* Boston: Allyn& Bacon. Press.
24. Simon-Thomas, E. R., Keltner, D. J., Sauter, D., Sinicropi-Yao, L., & Abramson, A. (2009). *The voice conveys specific emotions: Evidence from vocal burst displays.* Emotion*, 9,* 838-846.
25. Sternberg, R. J.; Sternberg, K, Mio, J. (2012). *Cognitive Psychology.* Wadsworth: Belmont, CA.
26. Walsh, K. (1994). *Neuropsychology: A clinical approach*. N.D.: Churchill Livingston
27. Zilmer, E. A. & Spears, M. V. (2001). *Principals of neuropsychology*. Canada: Wadsworth

MAJOR 1.2 Personality Psychology

Learning Objectives:
OBJ1: Introducing various theories of personality
OBJ2: Help learners to evaluate personality theory and research
OBJ3: Understand modern approaches to personality
OBJ4: Understand applications of personality theory to various aspects of life

Learning Outcomes:
CO1: To become familiar with various theories of personality
CO2: To be able to critique personality theories and research
CO3: To know what are the modern approaches to personality
CO4: To apply theories of personality to various aspects of life

Unit 1. Intrapsychic domain
a. Psychoanalytic aspects of personality.
b. Psychodynamic perspective: contemporary issues
c. Motives and personality: basic concepts, big three motives
d. Humanistic tradition.

Unit 2. Biological domain and cognitive-behavioral domain
a. Genetic and personality evolutionary approach to personality.
b. Physiological approaches to personality.
c. Behaviourist and learning aspects of personality.
d. Cognitive and cognitive-experiential aspects of personality.

Unit 3. Dispositional domain: trait approach
a. Allport, R. B. Cattel, Eysenck's three factors.
b. Big-Five and Five‑Factor Model: theory, evidence and applications, circumplex approach, HEXACO
c. Personality traits and personality disorders.
d. Measurement of trait and theoretical and measurement issues, personality dispositions over time.

Unit 4. Social-cultural and adjustment domain
a. Personality and social interaction
b. Sex-gender and personality
c. Culture and personality
d. Stress, coping adjustment and health.

Suggested Readings

1. Brody, N., & Ehrlichman, H. (1998). *Personality Psychology: Science of Individuality.* Englewood Cliffs, NJ: Prentice Hall.
2. Burger, J. M. (2010). *Personality*. Wadsworth Publishing.
3. Buss D. M. & Larsen R. J. (2009). *Personality Psychology: Domains of Knowledge about Human Nature*. NJ: McGraw‑Hill Humanities.
4. Corr, P. J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge : Cambridge University Press.
5. Costa, P.T., & Widiger, T.A. (2002). *Personality disorders and the five‑factor model of personality* (2nd ed.). Washington, DC: American Psychological Association.
6. Cervone, D., & Pervin, L. A. (2009). *Personality: Theory and Research* (11th ed.). New York: John Wiley & Sons.
7. Chamorro-Premuzic, T., & Furnham, A. (2005). *Personality and Intellectual Competence.* Mahwah, NJ: Lawrence Erlbaum Associates.
8. Dan P. McAdams D. P. (2008). *The Person: An Introduction to the Science of Personality Psychology*. Wiley.
9. Friedman, H. S. & Schustack, M. W. (2009). *Personality: Classic Theories and Modern Research*. 4/E. NY: Pearson.
10. Friedman, H. S., & Schustack, M. W. (Eds.). (2008). *The Personality Reader* (2nd ed.). Boston, MA: Allyn and Bacon.
11. Hall, C. S., Lindzey, G., Campbell, J. B. (2007). *Theories of Personality*. ND: J. Wiley.
12. Haslam, N. (2007). *Introduction to Personality and Intelligence*. London: Sage Publications.
13. Hogan R. &. John W.H. (Eds.) (1985), *Perspectives in Personality*. Greenwich: JAI Press. 11. Hogan, R. Johnson,J. Briggs S. (Eds.) (1997). *Handbook of Personality Psychology*. San Diego: Academic Press.
12. John, O.P., Robins, R.W., & Pervin, LA. (Eds.) (2010). *Handbook of PersonalityTheory and Research* (3rded). New York, NY: Guilford.
13. Larsen, R. J. (2010). *Clashing Views in Personality Psychology*. Dushkin/mcgraw‑hill.
14. Mayer, J. & Mayer J. D. (2006). *Readings in Personality Psychology*. Allyn & Bacon.
15. McCrae, R.R. & Allik J. (Eds). (2002), *The Five‑Factor model of Personality across cultures*. N.Y.: Kluwer Academic Publisher.
16. McCrae, R. R., & Costa, Jr., P. T. (2002). *Personality in Adulthood: A Five-Factor Theory Perspective* (2nd ed.). New York: Guilford Publications.
17. Mroczek, D. K., & Little, T. D. (Eds.). (2006). *Handbook of Personality Development* .Mahwah, NJ: Lawrence Erlbaum Associates
18. Miserandino, M (2011). *Personality Psychology: Foundations and Findings*. Pearson Education.
19. Pervin, L. A. (2002) *Science of Personality* (2nded.). USA: Oxford University Press.
20. Plutchik, R., & Conte, H. R. (Eds.). (1997). *Circumplex Models of Personality and Emotions*. Washington, DC: American Psychological Association.

21. Roberts, B.W., & Hogan R. (2001). *Personality Psychology in the Workplace. Washington*: American Psychological Association.
22. Rudman L. A. (2011). *Implicit Measures for Social and Personality Psychology*. LA: Sage Publication.
23. Weiner, I.B. (2007). *Handbook of Personality Assessment*. Wiley.
24. Articles from journals listed in UGC-CARE URL:ugccare.unipune.ac.in

MAJOR 1.3 Statistics for Psychology

Learning Objectives:
OBJ1: To understand basic concepts of probability using psychological quantities
OBJ2: To acquire skills on how to conduct parametric and nonparametric data analysis
OBJ3: To know how to choose appropriate statistical tests
OBJ4: To learn basics of data analysis using a statistical software package

Learning Outcomes:
CO1: To apply basic concepts of probability to psychological phenomena
CO2: To be able to draw inference about group difference or association using parametric or nonparametric analysis
CO3: To be able to choose appropriate statistical test for psychological research problems
CO4: To be able to conduct statistical analysis using a statistical software package

Unit 1. Preliminary Concepts
   a. Probability: axioms, random variables, expected value, central limit theorem
   b. Distributions: discrete distributions- binomial, poisson; continuous distributions: normal, t, F, chi-square, jointly distributed random variables.
   c. Inference: estimation theory, statistical hypothesis testing, types of errors. Properties of estimators, methods of estimation: least square, maximum likelihood. Bayesian inference. CLT; LLN; Cramér–Rao inequality; Rao Blackwell Theorem
   d. Descriptive statistics: central tendency and variability, power and effect size. Testing for normality and outliers.

Unit 2. Inferential statistics: inference about location
   a. Two group differences: t test- independent and dependent samples. Bootstrapping.
   b. Multi-group differences: one-way ANOVA: independent and dependent samples. two-way ANOVA: independent samples
   c. Wilcoxon sign-rank test; median test; U test; Kruskal-Wallis test
   d. MANOVA and discriminant function analysis

Unit 3. Association, prediction and other methods
   a. Correlation: product moment, partial correlation, special correlations.
   b. Linear regression (OLS)
   c. Nonparametric correlations: Kendall's tau; Spearman's rho; measures for nominal data, chi square, binomial test, proportions test.
   d. Multiple regression, logistic regression.

Unit 4. Factor analysis and software packages

a. Factor analysis: basic concepts, methods of extraction and methods of rotation
b. Confirmatory factor analysis.
c. Structural equations modeling.
d. R: syntax, data management, descriptive statistics; graphs; basic and multivariate statistics in R; R GUI, other software.

Note for paper setters: It is recommended that small values for computation be given and that of log, square and square root and statistical tables be given for use. Use of calculators is allowed. The problems for full numerical to be set using the raw data methods (ungrouped data) in the examination. The formula sheet be provided along with the question paper. No full numerical should be set on Units 2‑d, 3‑d, 4a, 4b; partial numerical are permitted that can be calculated with simple calculators (E.g., DO NOT set numerical like DO MANOVA OF GIVEN DATA).

Suggested Readings

1. Aron & Aron (2008). *Statistics for Psychology (5th ed)*. New Delhi: Pearson
2. Daniel, W. W. (1995). *Biostatistics*. (6th Ed.). N.Y.: John Wiely.
3. Field, A., Miles, J., and Field, Z. (2012). *Discovering Statistics Using R*. NY: Sage.
4. Gourch, R. L. (1983). *Factor Analysis*. Lorrence Erlbaum
5. Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*. N.Y.: McGraw-Hill.
6. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Mulivariate data analysis*. (5th Ed.). N.J.: Prentice-Hall Inc.
7. Hatekar, N. R. (2009). *Principles of Econometrics: An Introduction (Using R)*. ND: Sage.
8. Howell, D. (2009).*Statistical Methods for Psychology* (7th ed.). Wadsworth.
9. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
10. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.
11. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
12. R Development Core Team. (2011). *R: A Language and Environment for Statistical Computing*. Vienna, Austria:R Foundation for Statistical Computing. (http://www.Rproject.org)
13. Sheskin, D. (2011).*Handbook of Parametric and Nonparametric Statistical Procedures*, (5th ed). Chapman and Hall/CRC.
14. Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics* (4th Ed.). Boston: Allyn and Bacon.
15. Wilcox, R. R. (1996). *Statistics for social sciences*. San Diego: Academic Press.
16. Wilcox R. R. (2009). *Basic Statistics: Understanding Conventional Methods and Modern Insights*. NY: OUP.
17. Wilcox, R. R. (2011). *Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction*. CRC Press.

Assessment Pattern for Major Subjects in Semester I:

Internal Assessment: 40 Marks
Self-Learning Evaluation- 25 marks
Class Test/ Essay- 15 marks

External Examination: 60 Marks
2.5 hours examination with following paper pattern:

Q.1. A or B (From Unit 1; 15 Marks)
Q.2. A or B (From Unit 2; 15 Marks)
Q.3. A or B (From Unit 3; 15 Marks)
Q.4. A or B (From Unit 4; 15 Marks)

A or B can be a 15 marks essay-type question, two short answers of 7+8 marks, 3 short notes of 5 marks each, or 5 brief answers of 3 marks each. Internal choice can be given within A or B.

<div align="center">

Discipline-Specific Electives
2 credits(Theory) + 2 credits (Laboratory)= 4 credits
1 theory credit= 15 hours
1 laboratory credit= 30 hours
Minimum 90 hours

</div>

DSE 1.1 Psychometrics and Psychological Testing

Learning Objectives:
OBJ1: To be aware of the role of measurement in psychology
OBJ2: To appreciate the criteria of a good psychological test
OBJ3: To understand necessary steps involved in test construction
OBJ4: To understand use and structure of some existing popularly used psychological tests

Learning Outcomes:
CO1: To be able to identify scope for using psychological measurement in a given situation
CO2: To be able to discern between psychometric quality of tests
CO3: To be able to plan a test development
CO4: To be able recognize some popularly used psychological tests and be able to tell what it was/is being used for

Unit 1. Test Development and Standardization
  a. Test conceptualization- building theoretical foundations of a test
  b. Creating a measurement model
  c. Development of item pool and test protocols
  d. Role of psychometric analysis and norming in formulating test interpretations

Unit 2. Psychometric Theories
  a. Classical Test Theory- reliability and measurement error
  b. Domain Sampling Theory
  c. Item Response Theory- item parameters, logistic models, graphical representations, information
  d. Generalizability Theory

Unit 3. Validity
  a. Construct validity- convergent, divergent, concurrent, predictive
  b. Content and face validity; internal validity
  c. Criterion validity
  d. Factors affecting validity

Unit 4. Psychological Testing

    a.   Personality (Suggested Tests: MMPI, MCMI, Rorschach Inkblot Test, TAT/ CAT, 5 factor model-based scales, 16PF)

    b.   Ability (Suggested Tests: SFB, VSMS, BKT, MISIC, WAIS, WISC, Woodcock Johnson)

    c.   Career and Achievement (Suggested Tests: DAT, Multidimensional Aptitude Battery, WRAT)

    d.   Application of competency testing; Assessment center

Suggested Readings

1. Kline, P. (1998). *The New Psychometrics: Science, psychology and measurement*. New York: Routledge.
2. Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (Seventh Ed.). New Delhi: Prentice Hall.

Assessment Pattern for DSE in Semester I:

Internal Assessment: 40 Marks
Supervised Test Development of 3 psychological tests applying the theory learned with 3 completed reports: 25 marks
Submission of 1 report of individually developed test with review of literature and proposed method: 15 marks

External Examination: 60 Marks
30 marks: Conduction and report writing
30 marks: Viva Voce (6 questions of 5 marks each)

<div align="center">

Research Methodology
4 Credits
1 Credit= 15 Hours
__Minimum 60 hours__

</div>

RM 1.1 Research Methodology for Psychology

Learning Objectives:
OBJ1: To get acquainted with methodology of quantitative and qualitative psychological research
OBJ2: To get acquainted with philosophy, ethics, design, and evaluation of research in psychology
OBJ3: To learn how to identify the suitability of a research method for a psychological research
OBJ4: To learn how to design a psychological research

Learning Outcomes:
CO1: To be acquainted with methodology of quantitative and qualitative psychological research
CO2: To be acquainted with philosophy, ethics, design, and evaluation of research in psychology
CO3: To be able to identify the suitability of a research method for a psychological research
CO4: To be able to design a psychological research

Unit 1. Philosophy and ethics of psychological research
   a. Epistemological positions in psychological research: scientific realism, logical positivism; Ockham's razor
   b. Popper and Kuhn's contribution: theory dependence of observation; understanding theory: components and connections – concepts, constructs, variables and hypothesis; Duhem–Quine thesis; Quine's critique of empiricism
   c. Ethical standards of psychological research: planning, conduction and reporting research
   d. Proposing and reporting quantitative research

Unit 2. Research settings and methods of data collection
   a. Observation and interview method
   b. Questionnaire
   c. Survey research
   d. Other non-experimental methods

Unit 3. Experimental and quasi-experimental methods
   a. Independent groups designs
   b. Repeated measures designs
   c. Complex designs
   d. Quasi-experimental designs and program evaluation

Unit 4. Qualitative research
   a. Philosophy and conceptual foundations; proposing and reporting qualitative research
   b. Grounded theory
   c. Interpretive phenomenological analysis; discourse analysis
   d. Narrative analysis; conversation analysis

Assessment Pattern for Research Methodology:

Internal Assessment: 40 Marks
Self-Learning Evaluation- 25 marks
Class Test/ Essay- 15 marks

External Examination: 60 Marks
2.5 hours examination with following paper pattern:

Q.1. A or B (From Unit 1; 15 Marks)
Q.2. A or B (From Unit 2; 15 Marks)
Q.3. A or B (From Unit 3; 15 Marks)
Q.4. A or B (From Unit 4; 15 Marks)

A or B can be a 15 marks essay-type question, two short answers of 7+8 marks, 3 short notes of 5 marks each, or 5 brief answers of 3 marks each. Internal choice can be given within A or B.

PG (2- YEARS MASTER PROGRAM) SEMESTER II

MAJOR 2.1 Human Resource Management

Learning Objectives:
OBJ1: To get acquainted with the concept and function of human resource management
OBJ2: To learn the various human resource systems and programme in an organization to achieve higher productivity
OBJ3: To get acquainted with knowledge of career planning and development, occupational safety, health and well-being
OBJ4: To understand the nature of employee relations

Learning Outcomes:
CO1: To be able to show an understanding of the concept and function of human resource management
CO2: To be able to explain various human resource systems and programme in an organization to achieve higher productivity
CO3: To be able to show knowledge of career planning and development, occupational safety, health and well-being.
CO4: To have an understanding of the nature of employee relations.

Unit 1: Introduction to human resource management
    a. Concept and functions of HRM; concept of equal opportunity & diversity strategic management process
    b. HRM's role in creating competitive advantage and organizational excellence
    c. Strategic human resource management and its challenges
    d. HRM's strategic roles: execution and formulation role

Unit 2: Recruitment, selection, training, performance management system and careers
    a. Recruitment and selection process
    b. Training Need Analysis, design & method of training and evaluation of training
    c. Performance management system, performance methods, performance issues, performance feedback and performance counseling
    d. Career, Career anchors, career planning and stages, career development cycle and career management

Unit 3: Employee counseling

a. Understanding employee counseling: purpose, current trends, ethical issues
b. Stress at workplace: work-life balance, conflicts at workplace, psychological safety climate framework, workplace accidents
c. Improving well-being at workplace: Employee Assistance Program (EAP), promotion of health and wellness at workplace
d. Approaches to workplace counseling: REBT, problem focused models, work-oriented models, manager based models, welfare based models, organizational change models

Unit 4: Employee relations
a. Employee relations: concept and nature, framework, approaches and processes
b. Employee participation and empowerment; employee communication
c. Employee grievance: nature and concept, models of grievance procedure
d. Employee discipline: approaches to employee discipline, disciplinary methods

Suggested readings:

1. Anderson, N. Ones, D. S., Sinangil, H.K &Viswesvaran, C. (Eds.)(2005). *Handbook of Industrial and Organizational Psychology: Personnel Psychology(Vol. 1)*. New Delhi: Sage Publications, New Delhi.
2. Armstrong, M. (2005). *A Handbook of Human Resource Management Practice (9th ed.)*. New Delhi : Kogan Page India
3. Aswathappa, K. (2010). *Human Resource Management: Text and Cases (8th ed.)*. New Delhi: Tata McGraw‑ Hill Education Private Limited.
4. Blanchard, P.N . &Thacker, J.W. (2007) *Effective Training: Systems, Strategies, and Practices (2nd ed.)*. New Delhi: Pearson Education, Inc.
5. Bohlander, G. & Snell, S (2004).*Managing Human Resources*. India: Thomson Asi Private Limited.
6. Bratton, J. & Gold, J. (2009). *Human Resource Management Theory and Practice (4th ed.),* New York, NY: Palgrave Macmillan.
7. Burke, R. J., & Richardsen, A. M. (Eds.). (2014). *Corporate wellness programs: Linking employee and organizational health.* Edward Elgar Publishing.
8. Carroll, M. (1996). *Workplace Counseling*. London: Sage Publications
9. Carrol, M & Walton,M.(1997). *Handbook of counseling in organizations*. New York: Sage Publications.
10. Cascio, W.F &Aguinis, H. (2005). *Applied Psychology in Human Resource Management (6th ed.)*. New Jersey, NJ: Prentice Hall Inc.
11. Deb, T. (2006). *Strategic Approach to Human Resource Management: Concepts, Tools, & Application.* New Delhi: Atlantic Publishers.

12. Decenzo, D.A., & Robbins, S.P. (2002). *Human resource management.* John Wiley and Sons Inc.
13. Dessler, G. (2011). *A Framework for Human Resource Management (6th ed.).* New Delhi: Pearson Education Inc.
14. Dessler, G. & Varkkey, B. (2011). *Human Resource Management (12th ed.).* New Delhi:Pearson Education Inc.
15. Gomez‑Mejia, L. R, Balkin, D.B. & Cardy, R.L. (2010). *Managing Human Resources (6th ed.).* New Delhi: PHI Learning.
16. Greer, C.R. (2009). *Strategic Human Resource Management (2nd ed.)* New Delhi: Pearson Education Inc.
17. Goldstein, I.L & Ford, J.K (2002). *Training in Organization (4th ed.).* USA: Thomson Wadsworth.
18. Ivancevich, J.M. (2004). *Human Resource Management (9th ed.).* New Delhi: Tata McGraw Hill Edition.
19. Kandula, S.R (2004). *Human Resource Management in Practice (2nd reprint).* New Delhi: Prentice Hall of India.
20. Landy, F.J., & Conte, J.M.(2004). *Work in the 21st Century (International ed.)*, New York, NY: McGraw‑Hill.
21. Luthans, F. (2008). *Organizational Behavior (11th ed.).* New York, NY: McGraw Hill International Edition, New York, USA.
22. Mamoria, C.B. & Gankar, S.V. (2001). *Personnel Management (21strevised ed.).* Mumbai: Himalaya Publishing House.
23. Pareek, U. & Rao, T.V. (2003). *Designing and Managing Human Resource System (3rd ed.)*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
24. Pattanayak, B. (2009). *Human Resource Management (3rd ed.).* New Delhi: PHI Learning Private Limited.
25. Rao, V.S.P.(2005). *Human resource management: Text and Cases, 2nd ed.* Excel books
26. Rothwell, W. (2012).*The Encyclopedia of Human Resource Management (Vol. 1, 2, 3).* San Francisco, CA: John Wiley and Sons Inc.
27. Sharma, A. & Khandekar, A. (2006). *Strategic Human Resource Management. An Indian Perspective*. New Delhi: Response Books, A Division of Sage Publications.
28. Subba, R. P. (2009). *Personnel and Human Resource Management: Text & Cases*. Mumbai: Himalaya Publishing House.

MAJOR 2.2 Multiculturalism: Theory and Practice

Learning Objectives:
OBJ1: To understand issues of identity, stereotyping and discrimination in a multicultural society
OBJ2: To explore issues of diversity and conflict in organizations
OBJ3: To know theory and important considerations in multicultural assessment
OBJ4: To delineate specific multicultural competencies and interventions

Learning Outcomes:
CO1: To be able explain issues of identity, stereotyping and discrimination in a multicultural society
CO2: To be able to discuss issues of diversity and conflict in organizations
CO3: To be able to show knowledge of theory and important considerations in multicultural assessment
CO4: To know how one can develop specific multicultural competencies and interventions

Unit 1: Multiculturalism & society
    a. Culture and cultural identity development.
    b. Understanding major cultural variables in Indian context: gender, religion, caste, social class, language and regionalism.
    c. Cultural transition and Acculturation.

Unit 2: Prejudice and discrimination
    a. Understanding prejudice and discrimination.
    b. Rights – based approach.
    c. Equity and social justice.

Unit 3: Multicultural assessment
    a. Cross cultural sensitivity in assessment: using tests in culturally appropriate ways.
    b. Ethical issues in multicultural assessment.
    c. Writing psychological and educational reports for culturally and linguistically diverse client.

Unit 4: Multicultural practice in psychology
    a. Multicultural counseling: counselor's self-awareness and counselor's awareness of the clients' world view, developing multicultural competencies and culturally appropriate interventions.
    b. Barriers to multicultural counseling.
    c. Managing diversity and conflicts in organizations.

Suggested Readings:

1. Ahmed ,S., Wilson, K.B., Henriksen Jr., R.C., Jones, J. W. W. (2011). What Does It Mean to Be a Culturally-Competent Counselor? *Journal for Social Action in Counseling and Psychology.* 3 (1), 17-28.
2. Banks, J.A. (2004). Teaching for Social Justice, Diversity, and Citizenship in a Global World. *The Educational Forum*. 68, 289- 298.
3. Berry, J.W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29, 697–712.
4. Contrada, R.J., Ahsmore, R.D., Gary M.L., Coups, E. Egeth, J.D. ….Chasse, V. (2001). Measures of Ethnic Related Stress: Psychometric Properties, Ethnic Group Differences and Associations with Well- being. *Current Directions in Psychological Science*, 9 (4), 136- 139
5. Cordeiro, P.A., Reagan, T.G. & Martinez, L.P. (1994). *Multiculturalism and TQE.* California: SAGE
6. Corey, G. (2009).*Theory and Practice of group Counseling*. CA: Thomson Brooks
7. Guru, G. & Sarukkai, S. (2012). *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford.
8. Elrich, H. (2003). *The Social Psychology of Prejudice: A systematic Theoretical Review and Propositional Inventory of the American*. New York, Wiley.
9. Gamst, G.C., Liang, C.T.H., Der‑Karabetian, A. (2011). *Handbook of Multicultural Measures*, La Verne: SAGE
10. Garrett McAulifee & Associates (2008). *Culturally Alert Counselling: A Comprehensive Introduction,* Sage Publications.
11. Martines, D. (2008). *Multicultural School Psychology Competencies: A Practical Guide*. New Delhi: Sage.
12. Marsella, A. J., & Pedersen, P. (Eds.). (1981). *Cross‑cultural counseling and psychotherapy*. New York: Pergamon.
13. NCDA. (2009). *Minimum Competencies for Multicultural Career Counseling and Development*. Broken Arrow, OK: National Career Development Association. Retrieved from www.ncda.org
14. Nelson‑Jones, R. (2005). *Basic Counselling Skills: A Helpers Manual*. New Delhi: Sage Publications.
15. Obinna, A. K. & Farkas, F.M. (2011). Cultural conflict management program for firms and organizations. *International Journal of Business and Management Studies*, Vol 3, no 2, 1-10
16. Paniagua, F. A. (1998). *Assessing and treating culturally diverse clients: A practical guide* (2nd ed.). Thousand Oaks, CA: Sage.
17. Palmer, S. (2002). *Multicultural Counselling*. London: SAGE
18. Palmer, S. & Laungani, P.D. (1999). *Counselling in a Multicultural Society*. London: SAGE

19. Pederson, P. B. (Ed.). (1985). *Handbook of cross‑cultural counseling and therapy*. Westport, CT: Greenwood Press.
20. Pedersen, P. (2000). *A handbook for developing multicultural awareness*. Alexandria, VA: American Counseling.
21. Pope Davis, D. B., & Coleman, H. L. K. (1997). *Multicultural counseling competence: Assessment, education and training, and supervision*. Thousand Oaks, CA: Sage.
22. Sue, D.W., Sue, D. (2012). *Counselling The Culturally Diverse: Theory and Practice* (6th Ed.). Hoboken, NJ: John Wiley & Sons, Inc.
23. Sue, Sue D.W. (2006) *Multicultural Competencies: Individual and Organizational Development*, Sage Publication, New Delhi.
24. Suzuki, L.A., Meller, P.J., Ponterotto, J.G. (1996). Handbook of Multicultural Assessment: Clinical, Psychological and Educational Applications. San Francisco, CA: Jossey- Bass Inc.
25. Swanson, J.L., Fouad, N.A. (1999). *Career Theory and Practice: Learning Through Case Studies*. New Delhi: Sage Publications.
26. Rastogi, M. & Thomas, V. (2009). *Multicultural Couple Therapy*. Purdue: SAGE
27. Vera, E.M., Speight, S.L. (2003), Multicultural Competence, Social Justice, and Counseling Psychology: Expanding Our Roles. *The Counselling Psychologist*, 31 (3), 2530- 272.
28. Zapf, M.K. (1991). Cross-cultural transitions and wellness: Dealing with culture shock. *International Journal for the Advancement of Counselling*,14, 105-119.

MAJOR 2.3 Counseling Across Diverse Groups

Learning Objectives:
OBJ1: To understand academic, emotional, behavioral difficulties of children and adolescents
OBJ2: To get acquainted with counseling needs in marriage, workplace and among elderly
OBJ3: To understand counselling for people with addiction issues, attempted suicide, disabilities and trauma.
OBJ4: To understand the needs of marginalized groups in counseling spaces.

Learning Outcomes:
CO1: To be able to explain academic, emotional and behavioral difficulties of children and adolescents
CO2: To be able to show the knowledge of counseling needs in marriage, workplace and among elderly
CO3: To be able to discuss counselling for people with addiction issues, attempted suicide, disabilities and trauma.
CO4: To show an understanding of the needs of marginalized groups in counseling spaces.

Unit 1. Children and adolescents
   a. Slow learners and talented/ exceptional
   b. Children with learning disability and ADHD
   c. Emotional, behavioral issues, conduct disorders, developmental disorders.
   d. Children with socially disadvantaged background and underachievers

Unit 2. Counseling adults & elderly
   a. Premarital and marital counseling: role conflict, sex and sexuality issues and relationship enrichment skills
   b. Workplace and employee counseling
   c. Family Counseling
   d. Elderly: pre-retirement and retirement counseling, coping with loss of Spouse, health related issues, enhancing quality of life.

Unit 3. Counseling for chronic psychological issues
   a. Suicide prevention and management.
   b. Rehabilitation counseling: For individuals with substance-use issues, individuals with physical, sensory and intellectual disabilities: vocational and psychosocial aspect
   c. Trauma and sexual abuse counselling
   d. Counseling for individuals in palliative care

Unit 4. Counseling for marginalized groups

a. Counseling for women; feminist approaches to counseling
b. Counseling for LGBTQIA+ groups; Queer Affirmative Therapy
c. Counseling for members of marginalized communities such as Dalit-Bahujan-Adivasi groups, individuals from economically weaker sections
d. Counseling for ethnic minorities

Suggested Readings:

1. Bor, R., Jo Bbner-Landy, Gilli, S., Brace,C. (2002). *Counselling in Schools*. Sage Publications Ltd
2. Carroll, M. (1996). *Workplace Counselling A Systematic Approach to Employee Care*. New Delhi: Sage Publications
3. Casey, J. A. (1995). *Developmental issues for school counselors using technology*. Elementary School Guidance & Counseling, 30, 26-35.
4. Clough, P; Pardeck, J., Yuen, F.(eds) (2005). *Handbook of Emotional and Behavioural difficulties*. New Delhi, Sage Publications.
5. Garland, D. S., (1983). *Working with couples for marriage enrichment*. San Francisco, CA: Jossey- Bass.
6. Geldard, K and Geldard, D (2004). *Counselling Adolescents*. Sage Publications, New Delhi
7. Gothard, B., Mignot, P., Offer, M., & Ruff. M. (2001).*Career Guidance in Context*. Sage.
8. Halford, W.K., Markman, H.J., Stanley, S., Kline, G.H., (2002). *Relationship enhancement*. In Douglas H. Sprenkle (Ed.), 'Effectiveness research in marriage and family therapy' (pp. 191-222). Alexandria, VA: American Association for Marriage and Family Therapy
9. King B.M. (1996) *Human Sexuality Today (2nd ed.)*. New Jersey: Prentice Hall
10. Midgley, N., Hayes, J., Cooper, M. (2017). *Essential research findings in child and adolescent counselling and psychotherapy (Eds.)*. New Delhi: Sage.
11. Nelson-Jones, R. (1996). *Relating skills: A practical guide to effective personal relationships*. Trowbridge, Wiltshire, Great Britian: Redwood Books
12. Niles, S. & Harris-Bowlsbey, J. (2013). C*areer development interventions in the 21stcentury (4th ed.)*. Upper Saddle River, NJ: Pearson Education
13. Norton,K and Mcgauley, G (1998). *Counselling Difficult clients*. Sage Publications, New Delhi.
14. O'Leary, C.J (1999). *Counselling Couples and Families*. Sage Publications, New Delhi
15. Ponte Otto, D.B. Casas, J.M; Suzuki, L.A. And Alexander, C.M. (eds) .(2001). *Handbook of Multicultural Counselling*. Sage Publications, New Delhi
16. Rivers, P.C (1994) *Alcoholic and Human Behaviour: Theory Research and Practice*. New Jersey: Prentice Hall.
17. Sen, A.K. (1982). *Mental Retardation.* Bhelpur: Kripa Psychology Center.

18. Sherry, J. (2004).*Counselling Children, Adolescents and Families*. Sage Publications, New Delhi
19. Velleman, R. (2001). *Counselling for Alcoholic Problems*. New Delhi:Sage Publications,.
20. Wolfe, R. Dryden, W. and Star bridge, S. (eds) (2003). *Handbook of Counselling Psychology*. Sage Publications.
21. Herr, E.L., and Cramer, S.H. (2003).*Career guidance and counselling through the life span: Systematic approaches (6thed.)* Boston: Allynand Bacon.
22. Wright, B.A. (1983).*Physical disability: A psychosocial approach (2nd ed.)*. New York, NY: Harper & Row.
23. Kapur, M. (2011). *Counselling Children with Psychological Problems*. Delhi: Pearson
24. Matthys, W. & Lochman, J.E. (2010). *Oppositional Defiant Disorder and Conduct Disorder in Children*. Wilyey- Blackwell.
25. Kober, R. *Enhancing the quality of life of people with intellectual disabilities: Theory and Practice (Ed.)*. New York: Springer.

Assessment Pattern for Major Subjects in Semester II:

Internal Assessment: 40 Marks
Self-Learning Evaluation- 25 marks
Class Test- 15 marks

External Examination: 60 Marks
2.5 hours examination with following paper pattern:

Q.1. A or B (From Unit 1; 15 Marks)
Q.2. A or B (From Unit 2; 15 Marks)
Q.3. A or B (From Unit 3; 15 Marks)
Q.4. A or B (From Unit 4; 15 Marks)

A or B can be a 15 marks essay-type question, two short answers of 7+8 marks, 3 short notes of 5 marks each, or 5 brief answers of 3 marks each. Internal choice can be given within A or B.

<div align="center">

Discipline-Specific Elective
2 credits(Theory) + 2 credits (Laboratory)= 4 credits
1 theory credit= 15 hours
1 laboratory credit= 30 hours
Minimum 90 hours

</div>

DSE 2.1 Advanced Skills and Processes of Psychological Interventions

Learning Objectives:
OBJ1: To understand, and build capacity in, using the basic and advanced skills for psychological interventions
OBJ2: To understand, and build capacity in, using therapeutic process and related aspects for psychological interventions
OBJ3: To get practice in these skills and techniques
OBJ4: To develop professional skills required for a psychology associate

Learning Outcomes:
CO1: To be able show basic and advanced skills for psychological interventions
CO2: To be able show and explain the use of therapeutic process and related aspects for psychological interventions
CO3: To have received practice in these skills and techniques
CO4: To able to show professional skills required for a psychology associate

Unit I: Skills for intervention
    a. Basic skills: empathy, genuineness, unconditional positive regard, congruence, listening, paraphrasing, reflecting, summarizing
    b. Advanced skills: interpretation, insight, transference interpretation, exploring projections, identifying failure of therapy, identifying working with burnout, self- supervision, confrontation
    c. Characteristics of effective counselor/ therapists
    d. Issues faced by young therapist

Unit II: Therapeutic assessment, contracting and initiating intervention
    a. Therapeutic assessment, history taking, and formulation, setting goals.
    b. Contracting and its implications
    c. Skills for opening and closing sessions
    d. Initial session, crisis and support.

Unit III: Process of intervention
    a. Initial phase: psychoeducation, supportive psychotherapy, selecting techniques

b. Ice-breaking, exploration, loss framework.
c. Dealing with resistance: techniques and applications
d. Transference and countertransference

Unit IV: Termination and follow-up and documentation
a. Termination: evaluating and sharing progress, issues in termination and resolution
b. Follow-up: systems and techniques, sustained changes
c. Documentation: psychological documentation, communication with other professionals and referrals
d. Legal and ethical issues

Suggested Readings:

1. Archer, J., & McCarthy, C. J. (2008). *Theories of Counseling and Psychotherapy: Contemporary Applications.* Upper Saddle River, NJ: Merrill Prentice Hall
2. Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy.* Californa: Brooks/ Cole Publishing.
3. Faiver, C., Eisengart, S., Colonna, S. (2003).*The counselor intern's handbook.* Pacific Grove, CA: Brooks/Cole Publishing Company.
4. Keeran, D. (2009). *Effective Counseling Skills: The practical wording of therapeutic statements and processes.* CreateSpace Independent Publishing Platform.
5. Martin, D. G. (2011). *Counseling and Therapy Skills.* NY: Waveland Pr In.
6. Moursund, J., & Kenny, M. C. (2002). *The Process of Counseling and Therapy (4th ed.).* Upper Saddle River, New Jersey: Prentice Hall.
7. Neukrug, E.S. (2010). *Counseling Theory and Practice.* Brooks/Cole, Brooks/Cole, Cengage Learning
8. Hutchinson D. R. (2011). *The Counseling Skills Practice Manual.* New Delhi: SAGE Publications Inc.
9. Sommers-Flanagan, J. &Sommers-Flanagan, R. (2012). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques.* Hoboken, NJ: John Wiley & Sons, Inc. 5. Morrison, J. (2007). The First Interview (3rd ed.). New York, NY: Guilford Press.
10. Perry, W. (2008). *Basic Counseling Techniques: A Beginning Therapist's Tool Kit* (2nd ed.). Bloomington, IN: AuthorHouse.
11. Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II.* NJ: Jason Aronson Inc.

Assessment Pattern for DSE in Semester II:

Internal Assessment: 40 Marks
Supervised skill development with any 4 voluntary participants: 25 marks
Report on work done with the 4 clients: 15 marks

External Examination: 60 Marks
30 marks: Report writing on the basis of a given case vignette.
Report writing would require the following to be noted:
1. Plans for initiation and contracting
2. Tentative list of assessments to be used
3. Timeline of intervention with detailing of what is to be expected for what duration
4. Process of termination
5. What kind of skills would be required at each of the above steps would be required to be mentioned, along with plans of how all of the above phases are going to be documented.

30 marks: Viva Voce (6 questions of 5 marks each)

<div align="center">

Internship/ Apprenticeship
4 Credits
1 Internship Credit= 30 hours
<u>Minimum 120 hours</u>

</div>

OJT 2.1 Psychology Associateship

Learning Objectives:
OBJ1: To understand what are the needs in a self-chosen work setting that could be met be a psychology associate
OBJ2: To understand how one can carry out a scientific assessment for understanding their course of action for a given task
OBJ3: To learn how to create a plan for intervention for problem solving
OBJ4: To understand how to document reports for a task assigned to a psychology associate

Learning Outcomes:
CO1: To be able to identify what role one can play as psychology associate in the chosen work setting
CO2: To carry out scientific assessment to get an understanding of the nature of an assigned task.
CO3: To have solved a problem through a planned intervention
CO4: To be able to produce documentation of work done detailing all relevant aspects.

The student can work in any non-clinical setting of their choice and assist as a psychology associate in a registered organization or under a freelance professional. They would be expected to apply knowledge accumulated throughout the year's training for helping the organization in the capacity of a psychology associate.

Students are required to make a detailed records of the following aspects of their work:

1. Formulation of the organizational/ professional's requirement.
2. Identifying the role of the psychology associate in problem solving.
3. Assessment done to gauge the nature of psychological aspects of tasks assigned to them (Quantitative or qualitative)
4. Intervention planned (clear theoretical rationale derived from psychological cannon or research)
5. Measurement of effectiveness (in form of quantitative or qualitative analysis)

At least 3 detailed reports need to be submitted with the above aspects clearly visible.

Assessment Pattern for Internship/ Apprenticeship:

Eligible only if proof of completion of minimum 120 hours of work is submitted for summer vacation

Internal Assessment: 40 Marks
Evaluation of submitted reports: 25 marks
Consultations with faculty: 15 marks

External Examination: 60 Marks

Feedback from clients directly taken from them on the following broad criteria (specific criteria can be decided by the teaching faculty)**: *20 marks***
　　1. Professional conduct: 10 marks
　　2. Perceived effectiveness of intervention: 10 marks

Feedback from mentor directly taken from them on the following broad criteria (specific criteria can be decided by the teaching faculty)**: *40 marks***
　　1. Professional conduct towards members of the organization: 10 marks
　　2. Contribution to enhancing mentor's work/ organization: 10 marks
　　3. Effectiveness with client: 10 marks
　　4. Quality of work: 10 marks

NOTE: Marking for external assessment will be based on ratings given by the clients and the mentor. Both will be sent a survey consisting of statements pertaining to the broader criteria mentioned above, and asked to rate the student on a 10-point rating scale. The ratings will be averaged under their respective criteria. These averages will be used as the final marks for each of the criteria above.