

SAVITRIBAI PHULE PUNE UNIVERSITY

(Formerly University of Pune)

M.A. –II (PSYCHOLOGY)

M.A. (Master of Arts)
Post Graduate Degree Program in Psychology
(Faculty of Humanities)



M.A.-II

2023- PATTERN

Syllabus under NEP for Affiliated Colleges

Concept Note:

In the wake of the National Education Policy, 2020 (NEP-2020), we are seeing the overall and significant transformation in nature of educational ecosystem in India. This educational ecosystem has led us to take a critical look at the objectives of the curriculum, and its constantly evolving nature in psychology. A curriculum is not just about the experiences it intends for the learner; it must also factor in content alignment, learning activities, assessment, physical environments, and ways of thinking and practicing. Many theorists also underline the importance of the socio-epistemic context in which the curriculum is put to use. Moreover, in times of digital learning and the availability of a variety of teaching and learning materials, it is important to use textbooks but beyond that experiential learning and research aptitude is also significant. The classroom space needs strengthening and expansion in terms of multidimensionality.

Innovative approaches, for teaching-learning and evaluation, should be adopted in addition to imparting immense value to the skill development and understanding of the ever-changing dynamics between the local and the global. This calls for a careful incorporation of digital technologies with experiential and activity-based learning. In this context, BOS assumes that these changes could be accomplished only through a systematic curriculum. In this backdrop, the present syllabus aims to fulfill the required educational and vocational needs of students. From this perspective, this present syllabus has been prepared.

M.A. Psychology

- This is a 4-semester 88-credit program, with each semester having 22 credits.
- At the beginning of the second year, the students have to choose one of the three specialisations offered:
 - Clinical Psychology
 - Industrial Psychology
 - Counselling Psychology
- Students may opt for exit at the end of the first year of M.A., thereby earning a P.G. Diploma in Psychology. This will be earned provided the student has earned the requisite credits and completed the 4-credit On-the-job Training (OJT).
- Eligibility criteria for PG admission– (MA Psychology)- preference will be given as...
 - Bachelor's degree in Psychology.
 - Bachelor's degree with Psychology subject as general/minor level.
 - Bachelor's degree in allied subjects.

Structure:

Semester- 3

Course type	Course code	Course Name	Credits for Semester	Lectures per week
Major Mandatory	PSY-601-MJ	Professionalism in Psychology	4	4
Major Mandatory	PSY-604-MJ	Indian Psychology	2	2
Group A – Clinical Psychology	PSY-602- MJ	Psychopathology-1	4	4
	PSY-603- MJ	Psychodiagnostics	4	4
Group B – Industrial Psychology	PSY-605- MJ	Personnel Psychology	4	4
	PSY-606- MJ	Organisational Behaviour	4	4
Group C – Counselling Psychology	PSY-607- MJ	Counselling Processes	4	4
	PSY-608- MJ	Counselling Skills and Psychotherapies	4	4
Major Elective	PSY-610- MJ	Health Psychology	4	4
	PSY-611- MJ	Advanced Social Psychology		
	PSY-612- MJ	Psychology of Gender		
Research project	PSY-631-RP	Dissertation – Part 1: Research proposal + pilot study	4	4
Total			22	

Semester- 4

Course type	Course code	Course name	Credits for Semester	Lectures per week
Major Mandatory Core	PSY-651-MJ	Community Psychology	4	4
Group-A Major Mandatory Core	PSY-652-MJ	Psychopathology-2	4	4
	PSY-653-MJ	Psychotherapies	4	4
Group-B Major Mandatory Core	PSY-654-MJ	HRM	4	4
	PSY-655-MJ	OD	4	4
Group-C Major Mandatory Core	PSY-656-MJ	Guidance and Career Counselling	4	4
	PSY-657-MJ	Areas of Counselling	4	4
Major Elective	PSY-660-MJ	Practicum – Clinical	4	4
	PSY-661-MJ	Practicum – Industrial		
	PSY-662-MJ	Practicum – Counselling		
Field project	PSY-681-FP	Dissertation: Part 2: Final thesis	6	6
Total			22	

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY THEORY
Course Name	: PROFESSIONALISM IN PSYCHOLOGY
Course Code	: PSY-601-MJ
No. of hours	: 60
No. of Credits	: 04

Course Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of the foundational ethical principles and codes of conduct that guide the practice of psychology.
2. Apply ethical decision-making models to analyze and address complex ethical dilemmas in psychological practice.
3. Understand and navigate the legal frameworks that regulate the practice of psychology, including the intersection of legal and ethical considerations.
4. Demonstrate the ability to obtain informed consent, maintain confidentiality, and conduct ethical psychological assessments, considering the unique challenges in these areas.
5. Recognize and navigate ethical challenges in therapeutic relationships, including the establishment and maintenance of professional boundaries.
6. Analyze and critically examine emerging ethical issues in the field of psychology.

UNIT 1: Foundations of Ethical and Legal Issues in Psychology

- 1.1 Introduction to Ethical Principles
- 1.2 Legal Foundations of Psychological Practice
- 1.3 Professional Codes of Conduct
- 1.4 Ethical Decision-Making Models

UNIT 2: Practical Applications of Ethical and Legal Principles in Psychological Practice

- 2.1 Informed Consent and Confidentiality
- 2.2 Ethical Issues in Psychological Assessment
- 2.3 Research Ethics and Human Participants
- 2.4 Ethical Issues in Therapeutic Relationships

UNIT 3 : Laws and Legal considerations in Professional practice

- 3.1 Legal Considerations in Mental Health Practice
- 3.2 Legal Considerations in Rehabilitation
- 3.3 Workplace Ethics in I/O, IR code & Social Security, Legal Considerations in Employee Health and Wellbeing.
- 3.4 Legal Considerations in Child abuse and sexual violence

UNIT 4: Professional Skill Development

4.1 Basic Principles of Counselling Relations.

4.2 Counselling Skills- Listening, Questioning, Challenging, and Monitoring

4.3 Conflict Resolution & Negotiation Skills

4.4 Reporting Psychometric Assessment Findings.

Readings

Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in Psychology and the Mental Health Professions: Standards and Cases*. OUP USA

Bucky, S. F., Callan, J. E., & Stricker, G. (2013). *Ethical and legal issues for mental health professionals: A comprehensive handbook of principles and standards*. Routledge.

APA Ethical Principles of Psychologists and Code of Conduct (2017).

Government of India Ministry of Women and Child Development (2015) Handbook on Sexual Harassment of Women at Workplace.

Protection of Children from Sexual Offences Act 2012.

Prevention of Women Harassment at Workplace Act 2013

Mental Health Care Act 2017

Tripathi, Gupta & Kapoor, (2020). *Industrial Relation and Labour Laws*, Sultan Chand and sons, publisher.

Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Bangalore: Prism books Pvt.Ltd

Rao, S.N. (2006). *Counselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wadsworth/Thomson Learning.

Nelson R. Jones (2000). *Introduction to counselling skills, text and activities*. London: Sage Publication.

Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.). Delhi: Tata McGraw-Hill.

Rao, V.S.P. and Narayana,P.S.(1995). *Organizational theory and behaviour* (2nd ed.) New Delhi: Konark Pub. Pvt.Ltd.

Robbins and Judge (2015). *Organisational Behaviour*. New Delhi: Pearson

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY THEORY (Clinical Psychology)
Course Name	: Psychopathology- I
Course Code	: PSY-602-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Describe the definitions, symptoms, classifications, etiology, and treatment of abnormal behaviour.
2. Formulate an understanding of psychopathology which includes an integration of biology, psychology, & social context.
3. Recognize how culture and social context affect our understanding of psychopathology.
4. Use critical thinking, sceptical inquiry and the scientific approach to evaluate how psychopathology relates to the field of psychology and the everyday world.
5. Write thoughtfully about the material covered in the class.
6. Understand the issues involved in defining normal and abnormal behaviour.

Unit 1: Introduction to psychological disorder and paradigms of psychopathology 15

1. Definition and Criteria of psychological disorder
2. DSM-History and DSM-5
3. ICD-11-based classification of mental disorders (main categories)
4. Various Paradigms in Psychopathology- Biological, Psychoanalytical, Neo-Freudian, Behaviouristic, Cognitive, Humanistic-existential, Diathesis-Stress Model.

Unit 2: Neurodevelopmental disorders, schizophrenia spectrum & other psychotic disorders. 15

1. Intellectual Disability: Definition, types, causes and Treatment.
2. Autism, Hyperactivity, Learning disabilities.
3. Schizophrenia: Definition, phases, symptoms, etiology and treatments
4. Schizophrenia Spectrum Psychotic Disorders: Brief Psychotic Disorder, Schizophreniform Disorder, Schizoaffective disorder, Delusional Disorder

Unit 3: Depression, trauma and stress-related disorders 15

1. Depression: Definition, types- Disruptive Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder. Symptoms, causes of and treatments for Depression
2. a) Suicide: Types, causes, and treatment b) Non-suicidal Self-injury Disorder c) Persistent Complex Bereavement disorder
3. Bipolar Disorder: Types-bipolar I & bipolar II, Cyclothymic Disorder, Symptoms, causes and treatments

4. Trauma & Stress Related Disorder: Reactive Attachment Disorder, Disinhibited Social Engagement Disorder, Posttraumatic Stress Disorder, Acute Stress Disorder, Adjustment Disorders

Unit 4: Anxiety, Obsessive-compulsive, Dissociative disorders, Somatic symptom related disorders **15**

1. Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder
2. Obsessive-Compulsive Related Disorders: Obsessive Compulsive Disorder (OCD), Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania, Excoriation Disorder
3. Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization.
4. Somatic Symptom Related Disorders: Types- Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder

Readings:

American Psychiatric Association: “Diagnostic and Statistical Manual of Mental Disorders”, DSM-5 (5th Ed)

Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley (India) Pvt. Ltd. of Pearson Education.

Barlow, D.H. & Durand, V.M. (2012). Abnormal psychology: An Integrative approach (6th ed.). Wadsworth Cengage Learning.

The International Classification of Diseases ICD-11 (2018). World Health Organization

Aahuja, N. (2011) Short textbook of psychiatry (7th Ed), Jaypee Publication

Geddes, J.R. & Andreasen, N. C. & Goodwin, G. M. (2019). New Oxford Textbook of Psychiatry 3rd ed. Oxford books.

Sarason, I. & Sarason, B. (2017). Abnormal Psychology 11th ed. Pearson.

Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY THEORY (Industrial)
Course Name	: Personnel Psychology
Course Code	: PSY-605-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Know an overview of the key concepts, topics and issues in personnel psychology
2. Understand the potential characteristics of employee
3. Identify the effective development and training programs
4. Examine the process of performance evaluation

UNIT-1: PERSONNEL PSYCHOLOGY: INTRODUCTION

- 1.1. Overview of personnel psychology- Nature, scope and functions of personnel psychology
- 1.2. Introduction to organization- Types of organization, Startups, family business, entrepreneurship, MNCs.
- 1.3. Current practices and emerging trends.
- 1.4. Application- Case studies on Inclusion, Diversity and Equality at workplace

UNIT-2: TALENT MANAGEMENT

- 2.1. Strategic workforce planning and forecasting
- 2.2. Competency mapping: Introduction, necessity and models
- 2.3. Role of assessment centers
- 2.4. Talent Acquisition Screening and selection methods, Use of Social media sites for talent acquisition

UNIT-3: PROFESSIONAL DEVELOPMENT

- 3.1. Performance appraisal- meaning and need
- 3.2. Performance appraisal techniques and errors
- 3.3. Employee training: Characteristics of Effective Training Practice
- 3.4. Types of training programs- Self career management.

UNIT-4: COMPENSATION AND BENEFITS

- 4.1. Compensation- meaning, importance and benefits
- 4.2. Employee Benefits Types- traditional, non traditional and performance related pay.
- 4.3 Compensation structure in India
- 4.4. Case studies in compensation and benefits- Developing a reward Strategy

READINGS:

- Aamodt, Michael G. (2016). *Industrial/Organizational Psychology: An Applied Approach* (8th Edn). Cengage Learning
- Bisen Vikram and Priya (2010). *Industrial Psychology*. New Age International (P) Limited, Publishers
- Cascio, Wayne F. (2010). *Managing Human Resources: Productivity, Quality of Work Life, Profits* (8th Edn). McGraw-Hill
- Cascio, Wayne F.; Aguinis Herman (2014). *Applied Psychology in Human Resource Management* (7th Edn). Pearson
- DeCenzo, David A.; Robbins, Stephen P.; Verhulst, Susan L. (2016). *Fundamentals of Human Resource Management* (12th Edn). Wiley
- Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006). *Human Resource Management*. N.D.: Tata Mc-Graw Hill
- Sanghi Seema (2016). *The handbook of competency mapping: Understanding, designing and implementing competency models in organizations* (3rd Edn). Sage

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY THEORY (Counselling)
Course Name	: Counselling Processes
Course Code	: PSY-607-MJ
No. of hours	: 60
No. of Credits	: 04

Course Outcomes:

On completion of the course, student will be able to–

1. Explain the characteristics of an effective counselor.
2. Apply theory to world of work.

Unit 1. INTRODUCTION TO COUNSELLING

- 1.1 Definition, Nature and Concept and Goals of Counselling
- 1.2 Training, Job Setting and Activities of Counsellor
- 1.3 Ethical Principles of Counselling.
- 1.4 Characteristics of effective counsellor

Unit 2 INITIAL DISCLOSURE

- 2.1 Inviting Communication and Building the Counselling Relationship
- 2.2 Contracting and Working Alliance
- 2.3 The Core Conditions of Counselling
- 2.4 Counsellor's Actions that Impede Communication

Unit 3 IN-DEPTH EXPLORATION

- 3.1 Goals and methods of In-depth Exploration
- 3.2. Principles of feedback in counselling
- 3.3 Different modes of feedback: Advanced empathy; Immediacy; Confrontation; Interpretation; Role playing
- 3.4 Record Keeping in counselling

Unit 4 COMMITMENT TO ACTION AND TERMINATION

- 4.1 Concept of Assessment and Diagnosis
- 4.2 Process of Goal Setting
- 4.3 Design and Implication of Action Plans
- 4.4 Termination process

BOOKS FOR READING:-

- Feltham, C. & Horton, I.E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy* (2nd ed.). London: Sage Publication.
- Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pvt.Ltd.
- Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Banglore: Prism books Pvt.Ltd
- Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pvt.Ltd.
- Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.
- Nelson R. Jones (2000). *Introduction to counselling skills, text and activities*. London: Sage Publication.
- Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.). Delhi: Tata McGraw-Hill.
- Deshpande C.G. and et. al. (2010) Samupadeshan: ShasrtiyaPrakriyavaupayojan. UnmeshPrakashan Pune.
- Gladding S.T (2009) *Counselling*(6th Ed)Pearson Education.
- Gladding S.T. (2014) *Counselling: A Comprehensive Profession* (7th Ed) Dorling

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY THEORY (Clinical)
Course Name	: Psychodiagnostics
Course Code	: PSY-603-MJ
No. of hours	: 60
No. of Credits	: 04

Course Outcomes

After completion of this course the students will be able:

1. To explain what is psychodiagnostics and its basics
2. To enable to discuss and assess the behavioural and clinical problems of the clients and making diagnosis, and estimating prognosis
3. To enable oneself in writing psychological report
4. To get acquainted with different clinical measures apart from paper pencil testing Course

Unit 1: Basics of Psychodiagnostics in Psychological Setting

1.1 Basic principles of psychodiagnostics

1.2 Difference between psychometrics and psychodiagnostics and its relationship with treatment

1.3 Behavioural assessment, clinical observation, history taking.

1.4 Assessment: Principles and techniques, ethical aspects of assessment and format of psychological report, explaining assessment results

Unit 2: Uses of tests in intellectual, Behavioural settings

2.1 Contexts of different setting: General medical setting, psychiatric, educational, & legal setting

2.2 Intellectual functioning: Stanford-Binet and BinetKamat Test (BKT), Seguin Form Board, Wechsler scales for children, Wechsler Adult Intelligence Scale-IV

2.3 Emotional functioning and level of psychopathology: General patterns and severity Symptom Checklist 90-Revised, Brief Symptom Inventory, Vineland Adaptive Behaviour Scale

2.4 Career Assessment Inventory, Kuder Occupational Interest Survey, Dyadic Adjustment Scale, Family Environment Scale, Personality assessment

Unit 3 Psychological testing in clinical and severe disorders

3.1 Behavioural assessment: Cognitive behavioural assessment, psychophysiological assessment (GSR, EEG, Bio-feedback)

3.2 Content of thought Processes: Thematic Apperception Test & Children's Apperception Test, Sentence completion test, Rorschach Test

3.3 Personality & other clinical measures: MMPI- I, 2, & RF, NEO-PI-R, Million Clinical Multiaxial Inventory-III, Beck Depression Inventory, Beck Anxiety Scale, State-Trait Anxiety Inventory, STAXI - 2

3.4 California Verbal Learning Test, Bender Gestalt Test

Unit 4: Clinical Report

4.1 Behavioural observation, Synthesis of information from different sources, context of clinical assessment

4.2 Mental Status Examination: Mini-Mental Status Examination (MMSE) & Cognitive Functioning & its criteria: Structured Clinical Interview for DSM 5, Diagnostic Interview Schedule, Structured Interview for DSM 5 Personality Disorders, Diagnostic Interview for Children and Adolescents

4.3 Clinical analysis questionnaire, IPDE

4.4 Psychological clinic, formats of report writing, Prognosis and risk

Readings:

Anastasi, A., & Urbina, S. (2005). Psychological Testing. 7th edn. Pearson Education:

Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education

Gary Groth- Marnat (2003) Handbook of Psychological Assessment , 4th edition: John Wiley & Sons, Inc. India.

Irving B. Weiner & Roger L. Greene (2008) Handbook of Personality Assessment: John Wiley & Sons, Inc., Hoboken, New Jersey.

Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). synopsis of psychiatry: Behavioural sciences, clinical psychiatry (7th ed.). New Delhi: B. I. Waverly Pvt. Ltd.

Kapur, M. (1995). Mental health of Indian children. New Delhi: Sage.

Kellerman, H. & Burry, A.(1981). Handbook of diagnostic testing: Personality analysis and report writing. New York:

Grune & Stratton Lezak, M.D. (1995). Neuropsychological assessment. New York: Oxford University Press.

Rychlak, F. (1973). Introduction to personality and psychopathology. New York: Houghton Mifflin.

Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). Clinical psychology: Evolving theory, practice and research. Upper Saddle River, N.J.: Prentice-Hall.

Wolberg Lewis R., The technique of Psychotherapy 4th edition : International Psychotherapy Institute E-Books, www.freepsychotherapybooks.org

Wolman, B.B. (1975) . Handbook of clinical psychology. New York: McGraw-Hill

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY THEORY (Industrial)
Course Name	: Organisational Behaviour
Course Code	: PSY-606-MJ
No. of hours	: 60
No. of Credits	: 04

Course Outcomes

Upon successful completion of this course, students will be able to:

1. To explain the nature of Organizational behaviour and the processes studied in the field.
2. To understand how behaviour of an individual is shaped by various factors like, motivation, culture, society, and organization.
3. To be able to evaluate and distinguish between the different leadership styles
4. To evaluate the impact on group processes such as power, politics, conflict and negotiation on employee behaviour

UNIT 1. Fundamentals of Organizational Behaviour

- 1.1 Nature of Organizational Behaviour; History of OB, Challenges of OB
- 1.2 Models of OB: Autocratic, Custodial, Supportive, Collegial, System
- 1.3 Culture: Dimensions according to Hofstede, Trompenaars, Pareek (OCTAPACE).
- 1.4 Attitude, Job Satisfaction, and its impact on OB

UNIT 2. Motivation and Work-Stress in Organization

- 2.1 Motivation- Definition, Early theories and Contemporary Theories
- 2.2 Motivating by Being Fair: Distributive justice and Equity theory.
- 2.3 Motivating by Altering Expectations and by Structuring Jobs: Quality of Work Life model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model.
- 2.4 Work Stress and Management- Sources, Consequences and Strategies to manage Work Stress

UNIT 3. Leadership, Power and Politics

- 3.1 Behavioural Approach to Leadership Style

3.2 Contingency Approach to Leadership: Fiedler's contingency model; Hersey & Blanchard's situational leadership model; path goal model; and Vroom's decision-making model.

3.3 Emerging Approaches to Leadership: Transactional leadership, Transformational leadership; Leadership skill development

3.4 Power- Concept, Bases of power, Politics; Power in action and Impact of politics on OB

UNIT 4. Organisation structure, Communication, Conflict management

4.1 Organisation structure: Concept, Common organisational designs, New organisational designs, Impact on OB

2 Organizational Communication: Meaning, functions, types and techniques for improving communication skills.

4.3 Conflict and Negotiation: Concept, Types, Strategies for conflict resolution; Negotiation- Concept and process

4.4 Empowerment and Participation: Meaning, process, and programs.

READINGS:

Greenberg, J. and Baron R.A. (2005) Behaviour in organizations. N.D.: Pearson Edu.

Robbins and Judge (2015). Organisational Behaviour. New Delhi: Pearson

Hersey, P.&Blanchard, K.H. (1982) . Management of organizational behaviour utilizing human resources (4th ed.).Prentice-Hall.

Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12th Ed.) ND : McGraw-Hill Edu (India) Pvt. Ltd.

McShane, S.L; Olekalns, M; Newman, A.; &Travaglione, T. (2016). Organisational

Nelson and Quick (2018) Organisational Behaviour. Boston: Cengage

Newstrom, J.W.(2007) Organizational behaviour : Human behaviour at work N.D.: Tata McGraw-Hill

Rao , V.S.P. and Narayana ,P.S.(1995). Organizational theory and behaviour (2nd ed.) New Delhi :Konark Pub. Pvt.Ltd.

Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY THEORY (Counselling)
Course Name	: Counselling Skills And Psychotherapy
Course Code	: PSY-608-MJ
No. of hours	: 60
No. of Credits	: 04

Course Outcomes:

Students will be able to

- Understand counselling skills and apply them in their personal counselling sessions
- Plan and conduct therapy sessions as per particular special conditions.

Unit 1: Counseling – an Overview

- 1.1 What is Counselling: a. Counsellor training b. Need for Counselling c. Why do people seek counselling? d. Purpose and Goals of Counselling
- 1.2 Desirable qualities of the counselling relationship, Desirable qualities of the counsellor
- 1.3 Influence of the counsellor's values and beliefs
- 1.4 An integrative approach to helping people change

Unit 2 : Counselling Skills

- 2.1 Listening Skills: Active listening, paraphrasing Skills, reflecting-feeling skills, summarising
- 2.2 Questioning skills, Creating Comfortable Closure
- 2.3 Skills for Promoting change:Confrontation, Normalising, Challenging Self Destructive Beliefs, Exploring Polarities, Using the 'Here and Now' Experience, Exploring Options, Facilitating Actions, Monitoring Skills
- 2.4 Combining the skills to Facilitate the Change Process

Chapter 3: Counselling Therapy

- 3.1 Psychoanalytic Therapy: Freud, Jung
- 3.2 Person-centered Therapy : Carl Rogers
- 3.3 Behavioral Therapy and Social Cognitive Therapy, Cognitive Behavioural therapy and Rational Emotive Behavioral Therapy
- 3.4 Mindfulness in Therapy

Chapter 4: Counselling in Specific Conditions, Counselling groups and Supervision

- 4.1 Crisis and Trauma counselling , counselling during the phases of Pandemic
- 4.2 Counselling with LGBTQ++
- 4.3 Counselling groups: Theoretical Approaches, Stages in Groups, Issues in groups, Qualities of effective group leaders
- 4.4 Supervision, taking care of yourself

Readings:

- Geldard, K., & Geldard, D. (2012). *Personal Counseling Skills: An Integrative Approach*. (Rev). Charles C Thomas Publisher.
- Nelson R., Jones (2009) *Theory and Practice of Counselling and Therapy* (4th Ed) Sage Publication.
- Gladding S.T. (2014) *Counselling: A Comprehensive Profession* (7th Ed) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.
- Corey, G. (2008). *Theory and practice of group counselling*. Thomson Brooks/Cole: Belmont CA 13.
- Deshpande C.G. et. al. (2010) *Samupadeshana: ShastriyaPrakriyavaupayojan*. UnmeshPrakashan Pune.
- Synovec, C. E. (2020). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma* (Reprint Edition) B. Van der Kolk, New York, NY: Penguin Books, 2015, 464 pp., softcover \$19.00, ISBN-10: 0143127748, ISBN-13: 978-0143127741.
- Feltham, C. & Horton, I.E. (ed) (2006). *The Sage handbook of Counseling and Psychotherapy* (2nd ed.). London: Sage Publication.
- Feyjevy, B. Richard Nelson-Jones.(2012). *Basic Counseling Skills*, Sage Publication India Pvt. Ltd., New Delhi, India.
- Nelson-Jones, R. (2013). *Practical counselling and helping skills: text and activities for the life skills counselling model*. Sage.
- Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wadsworth/Thomson Learning.
- Rao, S.N. (2006). *Counselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY THEORY
Course Name	: INDIAN PSYCHOLOGY
Course Code	: PSY-604-MJ
No. of hours	: 30
No. of Credits	: 02

Course Outcomes:

Students will be able to

1. Understand concepts in psychology explained in the Indian knowledge system
2. Able to explain the concept of personality as narrated in different Indian schools.

Unit 1: Foundations of Indian Psychology

- 1.1. Psychology in the Indian Tradition, Sources of Indian Psychology
- 1.2. Conceptual roots of Indian Psychology
- 1.3. Concept of Mind & Consciousness in Indian Psychology
- 1.4. Indian Psychology- Implications and Applications

Unit 2. Personality models and major perspectives in Indian Psychology

- 2.1 Models of personality: *Svabhāva*, *Prakṛti*, and Personality: Satva-raja-tamaguna Model
- 2.2. Yoga Perspective: Introduction, General principles, Types of Yoga and 8 Limbs of Yoga.
- 2.3. Buddhist perspective: History, Major concepts, Four Noble truths, The Eight-Fold Path.
- 2.4. Sufi- perspective: History, General principles, the concept of Self

Readings

- Verma, M. C. (2010). *Foundations of Indian Psychology, Volume 1: Theories and Concepts* (Vol. 1). Pearson Education India.
- Rao, K.R., & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer
- Fragar, R. & Fadiman, J. *Personality and Personal Growth*
- Rao, K.R., Anand C. Paranjpe, and Ajit K. Dalal. (2008). *Handbook of Indian psychology*. Cambridge University Press India/Foundation Books.
- Dalal, Ajit K., and Girishwar Misra. (2010). The core and context of Indian psychology." *Psychology and developing societies* 22.1: 121-155.
- Sreeja Gangadharan, P., & Jena, S. P. K. (2016). *Understanding Mind through Indian Psychology*.
- Banavathy, V. K., & Choudry, A. (2015). Indian psychology: Understanding the basics. *International Journal of Yoga-Philosophy, Psychology and Parapsychology*, 3(1), 9.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY ELECTIVE
Course Name	: HEALTH PSYCHOLOGY
Course Code	: PSY-610-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Students will be able to apply various theories of health psychology in daily living.
2. Students will be able to relate and build understanding about current life style changes and role of stress in areas of life.
3. Students will be able to synthesize intervention modules for habit changing and stress reduction.

UNIT I INTRODUCTION TO HEALTH PSYCHOLOGY

- 1.1 History and definition of health psychology
- 1.2 Need for health psychology and application
- 1.3 Mind and body relation (eastern and western perspective)
- 1.4 Bio-psychosocial model

UNIT II STRESS, LIFESTYLE AND HEALTH

- 2.1 Stress, immune functioning and diseases (Cancer, heart disease, diabetes and hypertension)
- 2.2 Metabolism and health: nutrition, obesity, eating disorder (meaning, symptoms)
- 2.3 Substance abuse and health
- 2.4 Reaction to illness: decision to take treatment, using and misusing health services

UNIT III HEALTH BEHAVIOR AND CHANGING HEALTH HABITS

- 3.1 Health behaviours: Role of behavioural factors in disease and disorder
- 3.2 Barriers to modifying poor health behaviours, Attitudes and changing health behaviours.

3.3 Venues of health modification: individual (therapist, health practitioner, managed care facilities) social (Family, self-help groups)

3.4 Theories and model of health: Health belief model, self-determination theory, trans-theoretical model of behaviour change

UNIT IV INTERVENTIONS

4.1 Stress management and Social support; moderation of stress by social support

4.2 Coping interventions: CBT, mindfulness, coping skills training, Affirmations training, Brief COPE, resilience.

4.3 Modern intervention techniques: workplace, community-based intervention, social media and internet

4.4 Future of health psychology: trends, research and becoming a health psychologist.

Readings

Taylor, S. E. (2020). Health psychology. McGraw-Hill Education.

Brannon, L., Feist, J., & Updegraff, J. A. (2013). Health psychology: An introduction to behaviour and health. Cengage Learning.

Martin, L. R., & DiMatteo, M. R. (Eds.). (2013). The Oxford handbook of health communication, behaviour change, and treatment adherence. Oxford University Press.

Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. Springer India

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY ELECTIVE
Course Name	: ADVANCED SOCIAL PSYCHOLOGY
Course Code	: PSY-611-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Understand the dynamics that shape human behaviour within social contexts.
2. Explore advanced theories, methodologies, and empirical findings in social psychology.
3. Use and develop the tools to critically analyse and contribute to the field.
4. Use the principles of social psychology to resolve real life-issues.

UNIT 1. Introduction to Advanced Social Psychology

- 1.1 Overview of definition, key concepts, and core concerns of Social Psychology.
- 1.2 Research in Social Psychology: Methods of studying social behaviour.
- 1.3 Theoretical perspectives in Social Psychology; Emerging trends in social psychology
- 1.4 Processes of socialization and agents of childhood socialization.

UNIT 2. Social Perception, Cognition, attribution and Stereotyping

- 2.1 Concept, types of schemas and schematic processing.
- 2.2 Social categorization and its impact on perception. - Stereotypes, prejudice, and discrimination.
- 2.3 Theories of attribution; Bias and errors in attribution. Sources of error in social cognition.
- 2.4 Impression formation and impression management.

UNIT 3. Interpersonal attraction and close relationships.

- 3.1 Theories of attraction, love and relationship formation; Internal and External determinants of Attraction.
- 3.2 Interpersonal relationships in a digital age. Addressing challenges and enhancing positive social interactions.
- 3.3 Close relationships: Friends, Romantic relation, Family and Spouses
- 3.4 Relationship maintenance, Conflict resolution and communication in relationships

UNIT 4. Application of Social Psychology

- 4.1 The application of social psychology to social welfare, politics and leadership.
- 4.2 Using social psychology in business and work-settings.

4.3 Applying social psychology in health.

4.4 Applying social psychology in family life and interpersonal relationship.

1

READINGS:

DeLamater, J. D., Myers, D. J., & Collett, J. L. (2018). *Social psychology*. Routledge.

Kenrick, 'Introduction to Social Psychology.

Bordens, K. S., & Horowitz, I. A. (2013). *Social psychology*. Psychology Press.

Baron, R.A., Byrne, D. & Bhardwaj. G (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.

Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). *Social psychology*, 11/E. Delhi: Prentice-Hall of India

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: MAJOR MANDATORY ELECTIVE
Course Name	: PSYCHOLOGY OF GENDER
Course Code	: PSY-612-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes

Upon successful completion of this course, students will be able to:

1. Understand the concepts of Youth, Gender and Identity and their interface.
2. Identify issues related to Youth, Gender and Identity within the socio-cultural context.

Unit 1: Introduction

- 1.1. Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- 1.2. Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- 1.3. Concepts of Identity: Multiple identities
- 1.4. Philosophical and Political issues surrounding gender.

Unit 2: Youth and Identity

- 2.1. Family: Parent-youth conflict, sibling relationships, intergenerational gap
- 2.2. Peer group identity: Friendships and Romantic relationships
- 2.3. Workplace identity and relationships
- 2.4. Gender Roles and Social Identity

Unit 3: Gender and Identity

- 3.1. Issues of Sexuality in Youth
- 3.2. Gender discrimination
- 3.3. Culture and Gender: Influence of globalization on Gender identity
- 3.4. Gender Fluidity and Generation Z

Unit 4: Issues related to Youth, Gender and Identity

- 4.1. Youth, Gender and violence
- 4.2. Enhancing work-life balance

4.3. Changing roles and women empowerment

4.4. Encouraging non-gender stereotyped attitudes in youth

Readings:

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.

Natu, S. A. (2023). *Psychology and Gender: An Advanced Reader*. Taylor & Francis.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: III
Course Type	: RESEARCH PROJECT
Course Name	: Research Project: Pilot study
Course Code	: PSY-631-RP
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Understand the process of conducting a literature review
2. Complete the research proposal
3. Conduct a pilot study on the basis of the research proposal.

GENERAL GUIDLINES

1. Each batch of project should consist of a maximum of 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. The workload for each batch will be equivalent to 8 lecture periods.
4. Students should select a problem pertinent to their specialization area in consultation with the teacher concerned.
5. The students are expected to give a proposal for the finalized topic.
6. The purpose of the course is to do a pilot study for the submitted proposal. Thus, sample size should be approximately 10-25% of the total proposed sample in each group.
7. Project report should be written in APA format.
8. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

PREREQUISITES:

Before starting the actual work of the project, students should be well versed with the following concepts:-

- Research Methodology
- Ethical issues in Research
- APA Format and style of writing along with references
- Plagiarism policy of SPPU

Research Proposal Format:

- The research proposal is the outline or blueprint of the project to be completed by the student.
- The students should select a problem pertinent to their specialization area in consultation with teacher concerned.
 - Students of Clinical Psychology as well as Counselling Psychology should study variables having implications for community mental health, wellbeing, and performance of people.

- Students of Industrial Psychology should conduct study on employees using variables having implications for employee performance, stress, wellbeing, and attitudes.
- Being a Masters' level course, the study can involve quantitative or qualitative or mixed approach. Selection of a particular approach needs to be justified in the proposal.
- The research should not focus on aspects such as finding prevalence, incidence, awareness, or finding only gender differences or on test construction and adaptation.
- Overall, the relevance and importance of the topic need to be seen. It should contribute something significant to the field of research.

The research proposal should be typed on A4 size paper in Times New Roman, font size 12 with double spacing, left-aligned. It can be of 15-20 pages. The information included should not be plagiarized. It should follow the following format:

- Introduction
- Review of literature
- Rationale of the study
- Method
 - For Quantitative Study: statement problem, objectives, hypotheses, operational definitions, sample, tools, procedure for data collection, plan for data analysis
 - For Qualitative Study: Design of study, procedure for data collection, participants, ethical considerations, transcription method, strategies for data analysis
- Expected timeline.
- References
- Appendix

After submission of proposal, the student should complete the pilot study. Thus, sample size should be approximately 10-25% of the total proposed sample in each group, e.g.:

- Proposal is to study Normal and maladjusted group, with sample of 50 in each group. Then pilot study will be having sample size of 5 to 10 in each group.
- Proposal is to study employees from Sector A (such as banking), Sector B (such as manufacturing) and Sector C (IT industry) is 50 each, then pilot study should have sample size of 5 to 10 in each group.
- Proposal is to study sample of 100 college youth, then pilot study would be 10 to 25 youth.
- For Qualitative Study – 10% of expected total sample.

RESEARCH PROJECT ASSESSMENT (100 MARKS)

Continuous Internal Assessment and Distribution of Marks (30 Marks)

1. Assessment 1: Introduction, review, rationale for research proposal: 10 marks
2. Assessment 2: Method: hypotheses, variables, sample, tools, etc. – 10 marks
3. Assessment 3: Conducting Pilot Study: Data analysis, moving way forward: 10 marks

Semester End Examination (SEE)-70 marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 48 (3) (a) Committee of S.P. Pune University.
2. Each batch will consist of only 8 students.
3. Duration of examination for each batch will be 4 hours.

4. Marks for all components in Semester end examination will be given by both examiners and average marks will be considered as final marks of the candidate.
5. Remuneration for External Examination will be equally divided between the two examiners.
6. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time period. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

Division of 70 marks for SEE will be as follows:

1. Research proposal: 30 marks
 - a. Introduction– 5 marks
 - b. Review of literature – 10 marks
 - c. Rationale of the study – 3 marks
 - d. Method: Statement problem, objectives, hypotheses, operational definitions, sample, tools, procedure for data collection, plan for data analysis – 10 marks
 - e. References as per APA format – 2 marks
2. Pilot Study Report: 15 marks
3. Presentation: 10 marks
4. Viva: 15 marks

Semester- 4

Course type	Course code	Course name	Credits for Semester	Lectures per week
Major Mandatory Core	PSY-651-MJ	Community Psychology	4	4
Group-A Major Mandatory Core	PSY-652-MJ	Psychopathology-2	4	4
	PSY-653-MJ	Psychotherapies	4	4
Group-B Major Mandatory Core	PSY-654-MJ	HRM	4	4
	PSY-655-MJ	OD	4	4
Group-C Major Mandatory Core	PSY-656-MJ	Guidance and Career Counselling	4	4
	PSY-657-MJ	Areas of Counselling	4	4
Major Elective	PSY-660-MJ PSY-661-MJ PSY-662-MJ	Practicum – Clinical Practicum – Industrial Practicum – Counselling	4	4
Field project	PSY-681-FP	Dissertation: Part 2: Final thesis	6	6
Total			22	

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY
Course Name	: Community Psychology
Course Code	: PSY-651-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Get comprehensive overview of the community psychology discipline
2. Know about the aims of community research
3. Know about emerging trends in community psychology
4. Define and explain the core values of community psychology
5. Analyze and evaluate various socio-cultural psychological models and behaviours
6. Develop preventive measures and design promotion programmes for better community development

UNIT 1. INTRODUCTION

- 1.1 Community psychology- Definition, Nature & Scope
- 1.2 Community psychology: A shift in perspective
- 1.3 Aims and Core values in community psychology
- 1.4 Role of community psychologist

UNIT 2. UNDERSTANDING COMMUNITIES

- 2.1 Types of communities
- 2.2 Ecological levels of analysis in community psychology
- 2.3 The importance of community: Social capital
- 2.4 Community in India; human diversity in context

UNIT 3. MODELS OF COMMUNITY PSYCHOLOGY

- 3.1 Mental health model
- 3.2 Organizational model and Ecological model
- 3.3 Behavioural model and Social action model
- 3.4 Integration of modern psychology with Indian thought, culture & psychology

UNIT 4. Community Mental Health: PROMOTION & PREVENTION

- 4.1 Introduction: Concepts for understanding prevention and promotion
- 4.2 Prevention and promotion: Issues in implementing programs
- 4.3 Preventive efforts for mental illness- Primary, Secondary & Tertiary
- 4.4 Elements of effective community change initiatives

READINGS:

Shanmugam, T.E. (1988). Community Psychology. Utsavshanmugam pub.

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA.

Sinha, D., Misra, G., & Dalal A.K. (2015). Psychology in India. New Delhi

Orford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons.

Mohanty, A. K., & Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co

Zax, M. & Spector, G. A. (1974). An introduction to community psychology. New York: John Wiley & Sons.

Henry, N., & Powell, A. (2014). Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture. New York: Palgrave Macmillan.

WEB RESOURCES

1. Community change in public health- www.coursera.org
2. Foundational Skills for community at health – www.coursera.org

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY (Clinical)
Course Name	: Psychopathology- II
Course Code	: PSY-652-MJ
No. of hours	: 60
No. of Credits	: 04

Course Outcomes

At the end of this semester, students would be able to

- 1: Know the personality disorders
- 2: Identify the classification of the symptoms of mental disorder
- 3: Understand the causes, criteria of abnormal behaviour Course contents:

Unit-1: Personality Disorders

- 1.1. Definition and Characteristics of Personality Disorders
- 1.2. Cluster-A Personality Disorders: Paranoid , Schizoid and Schizotypal Personality Disorders
- 1.3. Cluster-B Personality Disorders: Borderline, Antisocial, Histrionic and Narcissistic Personality Disorders
- 1.4. Cluster-C Personality Disorders: Anxious-avoidant, Dependent, Obsessive Compulsive Personality Disorders

Unit-2: Sexual Disorders and Dissociative Disorders

- 2.1. Sexual Response Cycle and Sexual Dysfunctions- Causes, symptoms and treatment
- 2.2. Gender Dysphoria - Causes, symptoms and treatment
- 2.3. Paraphilic Disorder - Causes, symptoms and treatment
- 2.4 Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization

Unit-3: Eating, elimination and sleep-wake disorders & neurocognitive disorder

- 3.1 Eating Disorders: Types- 1) Pica, 2) Rumination, 3) Avoidant food Intake Disorder, 4) Bulimia 5) Anorexia 6) Binge eating
- 3.2 a) Elimination Disorder: Types- 1) Enuresis, 2) Encopresis
- b) Sleep-wake Disorders Major types: 1) Insomnia, 2) Hypersomnolence, 3) Sleep apnea 4) Parasomnias

- 3.3 Dementia: Alzheimer Disease, Lewi-Body Disease, Vascular Disease, Parkinson's Disease and Huntington's Disease, AIDS Dementia Complex
3.4 Delirium and Traumatic brain Injury

Unit-4: Substance-Related Disorders

- 4.1 Substance Use Disorders and Substance-Induced disorders: features, development and course, categories
4.2 Alcohol-Related Disorder and Caffeine-Related Disorder- Causes, symptoms and treatment
4.3 Drug Abuse and Dependence: psychoactive drugs, opiates, stimulants, sedatives, hallucinogens – causal factors and treatment
4.4 Non-Substance Use Disorders: Gambling Disorder, Internet Gaming Disorder

American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Ed)

Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley (India) Pvt. Ltd. of Pearson Education.

Barlow, D.H. & Durand, V.M. (2012). Abnormal psychology: An Integrative approach (6th ed.). Wadsworth Cengage Learning.

The International Classification of Diseases ICD-11 (2018). World Health Organization

Ahuja, N. (2011) Short textbook of psychiatry (7th Ed), Jaypee Publication

Geddes, J.R. & Andreasen, N. C. & Goodwin, G. M. (2019). New Oxford Textbook of Psychiatry 3rd ed. Oxford books.

Sarason, I. & Sarason, B. (2017). Abnormal Psychology 11th ed. Pearson.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY (Industrial)
Course Name	: Human Resource Management (HRM)
Course Code	: PSY-654-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Nature and Scope of HRM
2. Significance and methods of training and development
3. Industrial relations and strategic HR

UNIT-1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

- 1.1. Nature, Scope and Context of HRM
- 1.2. HR Challenges in Global and Indian Scenario
- 1.3. HR analytics- Overview, scope and importance
- 1.4. An overview of descriptive analytics, predictive analytics and prescriptive analytics

UNIT-2: IMPLEMENTING HR

- 2.1. Training: Impact of Attitudes: OCB job satisfaction, Employee Engagement, job involvement,
- 2.2. Ethical Issues in HRM
- 2.3. Knowledge Management and HR: Meaning and need, knowledge management process, Knowledge management deficits
- 2.4. Human Resource Information System (HRIS): Uses, major function, steps in implementing HRIS, evaluation of HRIS.

UNIT-3: INDUSTRIAL RELATIONS AND STRATEGIC HR

- 3.1. Industrial Relation: Labour relation, trade unions, resolving disputes
- 3.2. Collective Bargaining
- 3.3. HR Audit: Concept and Methodology of HR Audit
- 3.4. Strategic HR and HR Score card

UNIT-4: CONTEMPORARY ISSUES IN HRM

- 4.1. Corporate social responsibility
- 4.2. Use of new technology in HRM
- 4.3. HR for entrepreneurial setup and global setup
- 4.4. International HR

READINGS:

- Beardwell Julie and Thompson Amanda (2017). Human Resource Management: A Contemporary Approach (8th Edn). Pearson (ecopy)
- Boudreau, J. W., & Cascio, W. F. (2017). Investing in People: Financial Impact of Human Resource Initiatives (3rd ed.). Pearson.
- Cascio, W.F. (2006). Managing human resources: Productivity, quality of work life, profits. Tata Mc-Graw-Hill
- Decenzo, D.A. and Robbins, S.P. (1988). Personnel / human resource management. (3rd ed.).Prentice Hall
- Dessler, G. (2008). Human resource management, 10th ed. Dorling Kindersley India Pvt. Ltd.
- Fitz-enz, J. (2016). Predictive Analytics for Human Resources. Wiley.
- Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). Organizational behaviour and management. Tata McGraw Hill.
- K. Ashwathapa (2008). Human Resource Management. 5th edition. Tata McGraw-Hill
- Lawler III, E. E., & Boudreau, J. W. (2015). Global Trends in Human Resource Management: A Twenty-Year Analysis. Stanford University Press.
- Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006). Human Resource Management. N.D.: Tata McGraw Hill
- Pareek U. and Rao T.V. (2003). Designing and Managing Human Resource System. Oxford and IBH
- Pattanayak B. (2005) Human Resource Management. 3rd Edn. Prentice Hall
- Rasmussen, T., & Ulrich, D. (2015). Talent Wins: The New Playbook for Putting People First. Harvard Business Review Press.
- Rao T.V. (1999). HR Audit: Evaluating the human resource functions for business improvement. N.D. : Response Books [A Division of SAGE Pub.]
- Redman, T. (2018). Data Driven: Creating a Data Culture. Harvard Business Review Press.
- Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). Organizational behaviour. N.D.: Pearson Prentice Hall.
- Schultz, D. and Schultz, S. E. (2006). Psychology and work today. 8th ed.N.D.: Pearson Edu.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY (Counselling)
Course Name	: GUIDANCE AND CAREER COUNSELLING
Course Code	: PSY-656-MJ
No. of hours	: 60
No. of Credits	: 04

Course Outcomes:

- On completion of the course, student will be able to–understand the current trends and future directions in career counseling.
- Students will be able to apply the theories of career development for career counseling

Unit 1 CAREER COUNSELING: NATURE, PRESENT TRENDS AND FUTURE DIRECTION

- 1.1 Stages in Career Counselling: Self-discovery, understanding the nature of work, career alternatives
- 1.2 Career Counselling and the Development of Human Potential.
- 1.3 Present Trends in Career Counselling.
- 1.4 Future Direction in Career Counselling

Unit 2: THEORIES OF CAREER DEVELOPMENT

- 2.1 Holland’s Theory of Vocational Personality and Work Environment.
- 2.2 Super’s Development-Self Concept Approach
- 2.3 Bandura’s Social Learning Approach
- 2.4 Implications of Career Theories for Counsellors

Unit 3 CAREER COUNSELING: LIFE SPAN APPROACH

- 3.1 Career counselling at school setting.
- 3.2 Career counselling at higher education level
- 3.3 Individual Counselling
- 3.4 Group Counselling.

Unit 4 COUNSELING FOR PLANNING AND DECISION MAKING

- 4.1 Definition and Career Interest in Career Planning
- 4.2 The changing nature of the world of work
- 4.3 Career planning and decision making in school.
- 4.4 Career counselling in non-school settings.

Readings

- Berk, L.E. (2003). Child development (6th ed.). Delhi: Prentice Hall of India.
- Mash, E.J., Wolfe, D.A. (1999). Abnormal Child Psychology. Belmont: Brooks/Cole. Wadsworth.
- Papalia D.E., Olds, S.W., Feldman, R.D. (2004). Human development (9th ed.). Delhi: TataMcGraw-Hill.
- Gelso, C.J., Fretz, B.R. (1995). Counselling psychology. Bangalore: Prism Books Pvt.Ltd
- Gibson, R.L., Mitchell, M.H. (2003). Introduction to counselling and guidance (6th ed.). Delhi: Pearson Education.
- Arulmani, G, Arulmani, S. (2004). Career counselling: A handbook. New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
- Patterson, L.E., Welfel, E.R. (2000). The counselling process (5th ed.). Belmont: Wodsworth/Thomson Learning.
- Rao, S.N. (2006). Couselling and guidance (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
- Ferthan, C., Horton, I. (ed.) (2006). The sage handbook of counselling and psychotherapy (2nd ed.). London: Sage publications.
- Hecker, J.E., Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Delhi: Pearson Education.
- Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India.
- Corey, G. (2008). Theory and practice of group counselling. Thomson Brooks/Cole: Belmont CA
- Kottler J.A and Shepard D.S (2008) Couselling theory and Practices. cehgage learning India Pvt. Ltd.. New Delhi.
- Chaturvedi R. (2007) Career Guidance and Counselling. Crescent Publishing corporation. New Delhi. 15. Kinara A.K (2008) Guidance and counselling. Person Education.
- KapurMalvika(2011) Counselling Children with Psychological Problems (1st) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.
- Gladding S.T. (2014) Counselling: A Comprehensive Profession (7th Ed)Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY (Clinical)
Course Name	: Psychotherapies
Course Code	: PSY-653-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

UNIT 1. Introduction to Psychotherapies and Psychoanalysis

- 1.1 Nature, Definition and Objectives of Psychotherapies, Therapeutic Process
- 1.2 Basic Psychotherapeutic Skills, Characteristics of Good Therapist and Client
- 1.3 Psychoanalytic Therapies: Classical & Modern
- 1.4 Transactional Analysis

UNIT 2. Behavioural Therapies

- 2.1 Basic assumptions and various forms of behaviour therapy
- 2.2 Systematic Desensitization, eye movement desensitization & Flooding, Implosive Therapy
- 2.3 Autogenic Psychotherapy, Brief therapy, Core process psychotherapy
- 2.4 Aversive Therapy, Biofeedback Technique, Assertiveness Training, Psychodrama

UNIT 3. Cognitive, Humanistic and Existential Therapies

- 3.1 Cognitive Therapies: A) REBT, B) Mind-fullness & REBT C) Beck's Cognitive Therapy,
- 3.2 Roger's Client Centered Therapy
- 3.3 Gestalt Therapy: Empty Chair Technique, Existential Therapy
- 3.4 Logo Therapy, Reality Therapy

UNIT 4. Alternative Psychotherapies and Recent Trends

- 4.1 Lazarus Multimodal Therapy
- 4.2 Eastern Therapies: A) Vipassana, Zen Buddhism, B) Islam & Sufism, C) Yoga Therapy
- 4.3 Family Therapy, Group therapy, Feminist Psychotherapy
- 4.4 Recent trend in Psychotherapies, Narrative, Play, Art, Music & Dance Therapies(Arts Based Therapies).

READINGS:

Ajay, S.(1989). Psychotherapy: East and West. Hinsdale, Penn.: Himalayan International Inst.

Beck, A.T. (1976). Cognitive therapy and behaviour disorders. Cliffs, N.J.: Prentice-Hall.

Brown, C & August-Scott, T (2007) "Narrative Therapy". Sage Publications.

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Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY (Industrial)
Course Name	: Organizational Development
Course Code	: PSY-655-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. To explain the nature of Organizational development and the processes studied in the field.
2. To understand how. Organizational change and its impact on individual employees.
3. To be able to evaluate Importance of various OD interventions.
4. To evaluate the impact on group processes such as power, politics, conflict and negotiation on employee behaviour

UNIT 1. FOUNDATIONS OF ORGANIZATIONAL DEVELOPMENT

- 1.1. Meaning and Nature of OD, Values, assumption & beliefs in OD, Systems theory of OD.
- 1.2. Approaches to OD: Laboratory training stem, survey research & feedback stem; action research stem; Socio- technical and socio-clinical stem
- 1.3. Organizational Change: Meaning, forces for change, Resistance to change, overcoming resistance to change.
- 1.4. Theories for Planned Change: Lewin's three- step model, Kotter's eight- step plan, Burke-Litwin Model, Normative-Re-educative Strategy.

UNIT 2. PROCESS OF OD INTERVENTION

- 2.1. OD Diagnosis: Diagnosis of the system and process. Six-Box model.
- 2.2. Programme management component: phases, a model for change management, Parallel learning structures.
- 2.3. OD Interventions: Nature, guidelines, classifications.
- 2.4. OD Interventions for Indian organization.

UNIT 3. TYPES OF OD INTERVENTIONS I

- 3.1. Team Intervention : characteristics of effective team, formal team building meeting, formal group diagnostic meeting , process consultation method, Gestalt approach
- 3.2. Techniques and Exercises used in Team Building ,Role focused OD intervention
- 3.3. Third-Party Peace-making Intervention, Walton's approach, principled negotiations, two person conflict management organizational mirroring & partnering.
- 3.4. Structural Interventions: self-managed teams MBO, Quality Circles, total quality management, re-engineering.

UNIT 4 TYPES OF OD INTERVENTIONS II

- 4.1. Comprehensive OD Interventions I: search conference, future search conference, confrontation meeting, strategic management activities.
- 4.2. Comprehensive OD Intervention II: real time strategic change, stream analysis survey feedback method, appreciative inquiry.

4.3. Grid Organizational Development, Schein`s cultural analysis.

4.4. Training Techniques for OD: Behaviour modeling, Life and career planning, Coaching & Mentoring, Instrumented training.

READINGS:

French, W.L. & Bell, C.H. (1999). 6th ed. Organizational development: Behavioural science interventions for organization improvement. N.D.: Prentice-Hall.

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French, W.L., Bell, C.H.: &Zawacki, R.A.(2006) Organizational development and transformation: Managing effective Change. Delhi :Tata Mc- Graw Hill

Pareek, U. and Rao, T.V. (2003). Designing and managing human resource systems. N.D.: Oxford & IBH.

McGill, M. E. (1997). Organizational development for operating managers. New York: (AMA-OH) A division of American Management Assn.

Greenberg, J. & Baron, R.A. (2005). Behaviour in organizations (8th ed). New Delhi: Pearson Education.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY (Counselling)
Course Name	: Areas of Counselling
Course Code	: PSY-657-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Know the application of counselling at educational and career setting
2. Understand the counselling at workplace setting
3. Engage with the counselling at clinical setting
4. Study the counselling in special situations

UNIT 1. Counselling in the Educational Setting and Career Counselling

- 1.1. School counselling: School counsellor, his role and responsibilities, system of school counselling,
- 1.2. Counselling for Emotionally Disturbed children, ADHD, LD
- 1.3. College and career counselling, Career theories
- 1.4. Campus recruitment and training programs

UNIT 2.Counselling at Workplace Settings

- 2.1. Workplace counselling, nature and skills
- 2.2. Models of workplace counselling
- 2.3. Occupational stress-Theoretical models of stress
- 2.4. Workplace counselling in India

UNIT 3. Counselling in clinical settings

- 3.1. What is Psychological First Aid? Its applications, PFA for Students and Teachers
- 3.2. PTSD, Grief Counselling
- 3.3. Counselling the Terminally Ill, geriatric counselling
- 3.4. Rehabilitation Counselling in the Hospital

Unit-4: Counselling in Special Situations

- 4.1. Relationship counselling, Social Injustice Issue counselling
- 4.2. Addiction counselling, Abuse Counselling, Anger control
- 4.3. Suicide counselling, nature, definition and types, prevention
- 4.4. Modern Trends in counselling- Life Coaching, Mentoring, Consulting, Training

READINGS:

- Berman, Pearl and Shopland Susan (2005). Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building. Lawrence Erlbaum
- Chen, Mei-whei and Giblin, Nan J. (2018). Individual Counselling and Therapy: Skills and Techniques (3rd Edn). Taylor and Francis
- Dryden, Windy; Feltham, Colin (2006). Brief Counselling : A Practical Integrative Approach (2nd Edn). Open University Press
- Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy (4th Edn). Sage Publications.
- Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7th Edn.). Pearson
- Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Edn). Pearson
- Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.
- Palmer Stephen and Bor Robert (2008). The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists. Sage
- Patterson, L.E. and Welfel, E. R. (2000). The Counselling Process (5th Edn). Wadsworth
- Rao, S. N. (2006). Counselling and Guidance (2nd Edn). Tata McGraw Hill
- Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.
- Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata Mcgraw Hill Education Private Limited.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY PRACTICAL
Course Name	: Practicum in the Area of Clinical Psychology
Course Code	: PSY-660-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Take the case history and MSE of a client.
2. Use the process of case formulation and therapeutic formulation in creating of treatment plan for the client.

General Instructions:

1. Each batch of practicum should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Each student should study clinical cases in hospital/ clinic/ rehabilitation centres/ correctional institution/ NGO set up; one teacher supervisor should accompany a group of students.
4. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HOD.

General Guidelines

- Students should select 6 maladapted cases of different types in consultation with the teacher. Each student should study the clinical cases in hospital or clinic under a Psychiatrist or RCI registered Clinical Psychologist. The Academic Supervisor will be Clinical Psychology teacher.
- Before starting to work, students must learn about the following prerequisites and skills:
 - Case History taking and Behavioural observation
 - Mental status examination and MMSE
 - Clinical Interview and SCID-II
 - Syntheses of information from different sources
 - Ethics in Clinical assessment & research
- Students should present one case as part of continuous assessment.
- The detailed reports of Four cases should be neatly typed in the standard format and a bound copy should be submitted. The format of report should follow the following framework:
 - a. Writing of case history.
 - b. Mental Status Examination report

- c. Psychometric Assessment (if any)
- d. Case Formulation
- e. Diagnosis based on DSM-5/ DSM-5-TR/ ICD 11
- f. Prognosis
- g. Therapeutic Formulation
- h. Plan of interventions based on case conceptualizations/ Contracting of therapy sessions followed by write-up of session reports. (As applicable)

PRACTICUM ASSESSMENT (100 MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks (30 Marks).

1. Presentation of two case report and viva (latest by five weeks from the commencement of the semester)-10 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders-10 marks

b. Semester-End Examination (SEE)-70 Marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of SavitribaiPhule Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Hypothetical problems will be prepared by the External Examiner.
5. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
6. There will be no presentation of cases before the external examiner.
7. Assessment of analyses of hypothetical case analyses will be done by External Examiners only.
8. Remuneration for External Examination will be equally divided between the two examiners.
9. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time period. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

Division of 70 marks for external examination (SEE) will be as follows:

1. Analysis of 2 hypothetical problems (30 marks, i.e.15 marks each)-1 ½ hours.
2. Viva -20 marks
3. Exercise reports- 20 marks.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY PRACTICAL
Course Name	: Practicum in the Area of Industrial Psychology
Course Code	: PSY-661-MJ
No. of hours	: 120
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Understand the various processes used in HR Departments
2. Formulate the personality profile of a particular role/ individual and match it with the occupational requirements.

General Instructions:

1. Each batch of practicum should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Each student should conduct exercises in various organizations / institutes; one teacher supervisor should accompany a group of students.
5. Eligibility for the Practicum Examination is subject to Certification of Practicum by the teacher-in-charge and HoD.

General Guidelines:

- Students should select at most 7 types of exercises, e.g. Job analysis, performance appraisal, competency mapping, group testing, test validation, construction of psychometric test, interview of entrepreneurs, personality profile, case study, study of organizational structure, etc., in consultation with the teacher, and prepare detailed report of the cases.
- Students should present one case/exercise as part of continuous assessment.
- Reports of four exercises should be neatly typed in the standard format and a bound copy should be submitted.
- The report on topic like job analysis, performance appraisal, group testing, etc. should be prepared on the basis of following points:
 1. Nature of organization
 2. Information about the selected department.
 3. Sample description (minimum size 10)
 4. Job description
 5. Nature of exercise
 6. Tools used (if any)
 7. Data collection & analysis
 8. Interpretation & discussion
 9. Recommendation (if applicable)
 10. Limitations
 11. References

PRACTICUM ASSESSMENT (100 MARKS)

Continuous Internal Assessment and Distribution of Marks (30 Marks)

1. Presentation of one exercise and viva (latest by five weeks from the commencement of the semester)-10 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of exercises- 10 marks

Semester End Examination (SEE) - 70 marks.

7. External Examination will be conducted by two examiners, one internal and one external, appointed by 48 (3) (a) Committee of S.P. Pune University.
8. Each batch will consist of only 8 students.
9. Duration of examination for each batch will be 4 hours.
10. Question paper of Hypothetical problems will be prepared by External Examiner.
11. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
12. There will be no presentation of cases before the external examiner.
13. Assessment of analyses of hypothetical case analyses will be done by External Examiner only.
14. Remuneration for External Examination will be equally divided between the two examiners.
15. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time period. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

Division of 70 marks for external examination (SEE) will be as follows:

5. Analysis of 2 hypothetical problems (30 marks, i.e. 15 marks each) - 2 hours.
6. Viva -20 marks
7. Exercise reports-20 marks.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY PRACTICAL
Course Name	: Practicum in the Area of Counselling Psychology
Course Code	: PSY-662-MJ
No. of hours	: 60
No. of Credits	: 04

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Write a case history and detailed report for the client.
2. Use the various counselling skills required in practice, such as assessment, conceptualization and planning interventions.
3. Conduct a session for counselling the client

General Instructions:

1. Each batch of practicum should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Each student should study clinical cases in a clinic/ college counselling cell/ schools/ rehabilitation centers/ old age homes/ families/ NGO set up; one teacher supervisor should accompany a group of students.
4. Each student should conduct one group counselling exercise in schools/ college/ organizations / institutes
5. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HOD.

General Guidelines

- Students should select at least 6 types of cases, e.g. career selection, interpersonal problems, personal problems, marital problems, etc., and two exercises of groups counselling, e.g. Conducting sessions on study habits, self-awareness, career guidance, etc. in consultation with the teacher, and prepare detailed report of Four cases and one group counselling exercises. Cases should be from three age groups, namely childhood, youth, and old-age.
- Before starting to work, students must learn about the following prerequisites and skills:
 - Case History taking and behavioural observation.
 - Conducting of therapeutic intervention/ counselling skills
 - Syntheses of information from different sources
 - Ethics in psychological assessment & research
- Students should present two cases as part of continuous assessment.

- The detailed reports of four cases should be neatly typed in the standard format and a bound copy should be submitted. The format of report should follow the following framework:
 1. Case history, genogram of client
 2. Primary identification of the problem
 3. Psychological / behavioural assessment based on primary identification of problem.
 4. Diagnosis of the problem
 5. Prognosis
 6. Session plan
 7. Therapeutic intervention used & its justification.
 8. Verbatim report of all sessions
 9. Summary and outcome.

PRACTICUM ASSESSMENT (100MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks (30 Marks).

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-10 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders-10 marks

b. Semester-End Examination (SEE)-70 Marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of Savitribai Phule Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Hypothetical problems will be prepared by the External Examiner.
5. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
6. There will be no presentation of cases before the external examiner.
7. Assessment of analyses of hypothetical case analyses will be done by External Examiners only.
8. Remuneration for External Examination will be equally divided between the two examiners.
9. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time period. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

Division of 50 marks for external examination (SEE) will be as follows:

1. Analysis of 2 hypothetical problems (30 marks, i.e.15 marks each)-1 ½ hours.
2. Viva -20 marks
3. Exercise reports- 20 marks.

Name of the Programme	: M.A. PSYCHOLOGY
Program Code	:
Class	: M.A. II
Semester	: IV
Course Type	: RESEARCH PROJECT
Course Name	: Research Project: Dissertation
Course Code	: PSY-681-FP
No. of hours	: 90
No. of Credits	: 06

Course outcomes:

Upon successful completion of this course, students will be able to:

1. Complete the dissertation in their field of specialization.

GENERAL GUIDLINES

1. Each batch of project should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students should continue to work on the problem finalised under the research proposal and pilot study conducted in semester 3.
 - a. Topic change will not be permitted.
5. Project report should be written in APA format.
6. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

DISSERTATION FORMAT:

- The APA Style Seventh Edition shall be followed for the writing of dissertation. The dissertation should be typed on A4 size paper in Times New Roman, font size 12 with double spacing, left-aligned. All margins to be set to 1 inch (2.54 cm) on each side.
- The student will submit a bound hard copy of the dissertation to the Department by the end of the semester, along with a soft copy on a CD/DVD/Pen drive.
- The final dissertation will have a word limit of 5000-8000 words

Dissertation order of pages: Quantitative Research

- Title page
- Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.
- Abstract
- Table of Contents
- Introduction (introduction to the constructs)
- Literature Review (leading to the rationale and significance of the study, concluded with objectives and hypotheses; qualitative research does not have hypotheses.)
- Method: (Participants, Tools, Design, Procedure)
- Results
- Discussion
- Summary

- References: in APA style
- Appendices

Dissertation order of pages: Qualitative Research

- Title page
- Certificate of the Research Supervisor [Appendix ‘B’] and a Declaration by the candidate [Appendix ‘C’] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.
- Abstract
- Table of Contents
- Introduction and Literature Review (introduction to the constructs/ initial orienting material, overview of the current research in the area, proposed research method to be used along with rationale)
- Method: Rationale for research method (if not properly explained in introduction), Design of study, Procedure of data collection – which method(s) used, Information about participants, Ethical considerations, Transcription of data, Strategy to be used for data analysis, Procedure to ensure reliability and validity of analysis
- Findings: Analysis of textual material, Some quotes which characterise the analysis for further discussion, Numbers representing incidence of the features of analysis, Tables – quotes which exemplify a theme, or which serve as contrasts, Reflections on methodology and analysis, Major features of analysis, How our findings are related to previous literature, Methods used to validate findings with participants, Any methodological issues and implications
- Conclusion and Summary
- References: in APA style
- Appendices

Heading styles as per APA format within text (APA 7th Edition, p 47-48)

Centered, Bold, Title Case Capitalization (Level 1)

Left-Aligned, Bold, Title Case Capitalization (Level 2)

Left-Aligned, Bold Italic, Title Case Capitalization (Level 3)

Indented, Bold, Title Case Capitalization With a Period. The body text begins immediately after the period. (Level 4)

Indented, Bold Italic, Title Case capitalization with a Period. The body text begins immediately after the period. (Level 5)

References – APA Style formatting

- Times New Roman font in 12 pt
- No bullets, no numbering of references
- Alphabetical order – as per surname
- Double spacing within and between references
- ½ inch hanging indent for references longer than one line.

Additional reference guides are available at

- <https://apastyle.apa.org/>

- Purdue University's Comprehensive Writing Lab: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
- In-Test Citation Checklist: <https://apastyle.apa.org/instructional-aids/in-text-citation-checklist.pdf>
- Bias-Free Language: <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/>
- Creating an APA Style Reference List: <https://apastyle.apa.org/instructional-aids/creating-reference-list.pdf>

DISSERTATION SUBMISSION

The final dissertation shall be presented in accordance with the following specifications:

- a) The paper used for printing shall be of A4 size.
- b) Printing shall be in a standardized form on both sides of the paper and in double line spacing.
- c) A margin of 1.5 inches shall be on the left-hand side for binding purposes.
- d) The card for cover shall not be more than 330 GSM.
- e) The title of the thesis/dissertation name of the candidate, degree, name of the Research Supervisor, place of research and the month and year of submission shall be printed on the title page and the front cover.
- f) The hard-bound a cover of thesis/dissertation shall be of black colour. Spine of the binding [side cover] should mention 'MA thesis' on the top, name of the candidate and month and year. The specifications are shown in Appendix – 'A'.
- g) The thesis/dissertation shall include a Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.

RESEARCH PROJECT ASSESSMENT (150 MARKS)

Continuous Internal Assessment and Distribution of Marks (50 Marks)

1. Assessment 1: Final Chapter: Introduction, Review of literature: 15 marks
2. Assessment 2: Final Chapter of Results and discussion: 15 marks
3. Assessment 3: Presentation of Dissertation: 20 marks

Semester End Examination (SEE)-100 marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 48 (3) (a) Committee of S.P. Pune University.
2. Each batch will consist of only 8 students.
3. Duration of examination for each batch will be 4 hours.
4. Marks for all components in Semester end examination will be given by both examiners and average marks will be considered as final marks of the candidate.
5. Remuneration for External Examination will be equally divided between the two examiners.
6. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time period. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

Division of 100 marks for SEE will be as follows:

1. Evaluation of Project report (60 marks):

Division of marks for project report will be as follows and will be based on relevance and appropriateness of

1. Problem selected, its rationale and significance: 10.
2. Review work:15
3. Method: 10
4. Interpretation, discussion & implications: 20
5. Overall quality of the report: 5

2. Presentation and Viva-Voce (40 marks):

1. Presentation: 20 marks
2. Viva: 20 marks

Cover Page for M.A. Thesis

M.A. THESIS

**WRITE HERE
NAME OF THE
CANDIDATE**

**MONTH,
YEAR**

“Write title of the thesis in all upper-case (capital letters) with a ‘centre’ alignment here. Place this title on the upper central part of the cover with sufficient margin from top and both sides. Use a font size suitable to the length of the title.”

**A THESIS SUBMITTED TO
SAVITRIBAI PHULE PUNE UNIVERSITY**

**FOR AWARD OF DEGREE OF
MASTER OF ARTS (M.A.)
IN THE FACULTY OF HUMANITIES**

SUBMITTED BY

.....

UNDER THE GUIDANCE OF

.....
.....

RESEARCH CENTRE

.....
.....

MONTH & YEAR OF SUBMISSION

Appendix 'B'

Certificate of the Guide

Certified that the work incorporated in the dissertation/thesis _____ (Title) submitted by Mr./Ms _____ was carried out by the candidate under my supervision/ guidance. Such material has been obtained from other sources and has been duly acknowledged in the dissertation /thesis.

Date:

(Supervisor/ Research Guide)

Appendix 'C'

Declaration by the Candidate

I declare that the dissertation /thesis entitled _____ submitted by me for the degree of Master of Arts is the record of work carried out by me during the period from _____ to _____ under the guidance of _____ and has not formed the basis for the award of any degree, diploma, associateship, fellowship, titles in this or any other University or other institution of Higher learning.

I further declare that the material obtained from other sources has been duly acknowledged in the dissertation.

Date :

Signature of the Candidate