

**UNIVERSITY OF PUNE, PUNE 7
PSYCHOLOGY**

**SYLLABUS FOR M.A. PART II
(Semester system to be implemented from 2009-10
at college centres)**

(* The core papers are compulsory and from optional group A, B & C students have to select any one specialization. The decision to provide given optional area/s in the particular academic year will be taken by the Head of the Department/ Departmental Committee)

PAPER / GROUP	SEMESTER III	SEMESTER IV
CORE PAPER	EP 301: Personality	EP 401: Motivation and Emotion
GROUP A CLINICAL PSYCHOLOGY	EP 310: Psychopathology-I	EP 410: Psychopathology-II
	EP 311: Psycho-diagnostics and Community Mental Health	EP 411: Psychotherapies
	EP 312: Project	EP 412: Practicum
GROUP B INDUSTRIAL PSYCHOLOGY	EP 320: Personnel Psychology	EP 420: Human Resource Management
	EP 321: Organizational Behaviour	EP 421: Organizational Development
	EP 322: Project	EP 422: Practicum
GROUP C COUNSELLING PSYCHOLOGY	EP 330: Counselling Process	EP 430: Guidance and Career Counselling
	EP 331: Counselling Skills and Approaches	EP 431: Areas of Counselling
	EP 332: Project	EP 432: Practicum

CORE PAPER
SEMESTER III
EP 301: PERSONALITY

OBJECTIVES:

1. To provide the students with a comprehensive, rigorous and sympathetic treatment of centrally important theories of personality.
 2. To allow the students to observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.
 3. To acquaint them with the application of personality theories in different walks of life.
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1. **INTRODUCTION TO PERSONALITY** [09]
 - 1.1. Definitions and nature of personality
 - 1.2. Characteristics of good personality theory
 - 1.3. Evaluation of personality theory
 - 1.4. Approaches: Person-Situation Interaction, Idiographic & Nomothetic

2. **PSYCHOANALYTIC AND NEO PSYCHOANALYTIC THEORIES OF PERSONALITY** [09]
 - 2.1. Classical Psychoanalysis: Sigmund Freud
 - 2.2. Carl Jung
 - 2.3. Adler, Horney,
 - 2.4. Erik Erikson

3. **LEARNING, COGNITIVE, HUMANISTIC - EXISTENTIAL APPROACHES TO PERSONALITY** [11]
 - 3.1. Learning perspectives: Dollard & Miller, Julian Rotter's expectancy model
 - 3.2. Cognitive perspectives: Kelly's constructive alternativism
 - 3.3. Humanistic perspectives: Abraham Maslow, Carl Rogers
 - 3.4. Existential positions: Viktor Frankl, Rollo May

4. **TRAIT APPROACH AND CURRENT ISSUES** [11]
 - 4.1. G. Allport, Raymond Cattell
 - 4.2. Hans. J. Eysenck, Five Factor Model – Costa & McCrae
 - 4.3. Current issues I: Cross-cultural research, experimental personality research
 - 4.4. Current issues II: Consistency and temporal stability of personality and issues in social desirability.

BOOKS FOR READING

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India.
2. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & Sons.
3. Ryckman, R.M. (1978). Theories of Personality. D.Van Nostrand Company: New York.
4. Frager, R. & Fadiman, J. (2007). Personality and personal growth. 6th Edn. Pearson Prentice Hall, India.
5. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall.

6. Larsen & Buss *Personality Development*
7. Buck, R. (1976) *Human Motivation and Emotion*, New York: Wiley.
8. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
9. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
10. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
11. Kaplan, H.B. (1996), *Psychological stress from the perspective of self-theory*. In: H.B. Kaplan (Ed) *Psychological stress*. N.Y. Academic Press:
12. Kuppaswami, B. (1985) *Elements of ancient Psychology*. Delhi: Vani Educational Books.
13. Lazarus, R.S. and Monat, A. (1979). *Personality*. Prentice Hall, Inc.
14. McCrae, R.R. & Allik, J. (eds) (2002). *Five-factor model across cultures*. Dordrecht: Netherlands: Kluwer.
15. London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
16. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
17. Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
18. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons
19. Feshbach, S. & Weiner, B. (1991) (3rd ed). *Personality*. Toronto: Health & Co.
20. Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
21. Kundu, C.L. (1989). *Personality development*. ND: Sterling Pub.
22. Tart, C.T. (ed) (1975). *Transpersonal psychology*. NY: Holt, Rinehart & Winston.

Core Paper

SEMESTER IV

EP 401: MOTIVATION AND EMOTION

OBJECTIVES:

1. To provide comprehensive overview of the major theories of motivation and emotion
 2. To create awareness about the role of biological factors in motivation and emotion.
 3. To emphasize the importance of positive and negative emotions in human life.
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- 1. APPROACHES AND THEORETICAL FOUNDATIONS [09]**
 - 1.1. Concepts and Components of Motivation and Emotion
 - 1.2. Approaches to the study of Motivation and emotion: Physiological, Ethological, Cognitive, Socio-cultural, Developmental- interactionistic
 - 1.3. Motivation: Murray, Atkinson, and McClelland
 - 1.4. Emotion: James-Lange, Cannon-Bard, Schachter-Singer
- 2. PHYSIOLOGICAL BASES OF MOTIVATION & EMOTION [09]**
 - 2.1. Autonomic Nervous System
 - 2.2. The endocrine system
 - 2.3. The immune system
 - 2.4. The Central nervous system
 - 2.5. Psychophysiological measures
- 3. NEURAL & PERIPHERAL MECHANISMS OF MOTIVATION & EMOTION [11]**
 - 3.1 Mechanisms of hunger and thirst
 - 3.2 Mechanisms of sex and sleep
 - 3.3 Aggression and social attachment
 - 3.4 Cerebral lateralization of cognition and emotion
- 4. POSITIVE AND NEGATIVE EMOTIONS [11]**
 - 4.1. Depression: Conceptualization and its relation to health
 - 4.2. Stress: Immunity, illness, coping and anxiety; State Trait Model, and its relation to health and performance
 - 4.3. Anger: Causes, state trait model and its relation to health
 - 4.4. Positive Emotions: Fredrikson's Broaden and Build theory of Positive Emotions and optimism
 - 4.5. Emotional intelligence: Conceptualization and Measurement

BOOKS FOR READING:-

1. Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
2. Buck, R. (1976) *Human Motivation and Emotion*, New York: Wiley.
3. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Edn. Wiley: India.
4. Hall, C.S., Lindsey, G. & Campbell, J. B. (1998). *Theories of Personality*.

5. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
 6. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
 7. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
 8. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
 9. Ryckman, R.M. (1978). *Theories of Personality*. D.Van Nostrand Company: New York.
 10. Misra, G. (ed) (1999). *Psychological perspectives on stress and health*. ND: Concept.
 11. Salovey, P. & Sluyter, D. (eds) (1997). *Emotional development and emotional intelligence: Implications for educators*. NY: Basic Books.
 12. Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.
 13. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall.
 14. Pestonjee, D.M., Pareek, U. & Agrawal, R. (eds) (1999). *Studies in stress and its management*. ND: Oxford & IBH.
 15. Kassinove, H. (ed) (1995). *Anger disorders: Definition, diagnosis and treatment*. Washington, D.C.: Taylor & Francis.
 16. Borod, J. (ed) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.
 17. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
 18. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
 19. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
 20. Kaplan, H.B. (1996), Psychological stress from the perspective of self-theory. In: H.B. Kaplan (Ed) *Psychological stress*. N.Y. Academic Press:
 21. Kuppaswami, B. (1985) *Elements of ancient Psychology*. Delhi: Vani Educational Books.
 22. Lazarus, R.S. and Monat, A. (1979). *Personality*. Prentice Hall, Inc.
 23. London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
 24. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
 25. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons.
 26. Ekman, P. & Davidson, R.J. (1995). *The nature of emotion: Fundamental questions*. NY: Oxford University Press.
 27. Taylor, S. (1999). *Health psychology*. ND: McGraw-Hill.
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GROUP A - CLINICAL PSYCHOLOGY

SEMESTER III EP 310: PSYCHOPATHOLOGY-I

OBJECTIVES:

To acquaint the students with:

1. Current systems of classification of Mental Disorders
 2. The symptomatology of different psychological disorders
 3. The etiology and dynamics of the disorders with respect to various theoretical approaches
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1. CLASSIFICATION OF MENTAL DISORDERS AND PARADIGMS IN PSYCHOPATHOLOGY [10]

- 1.1. Pre-DSM classifications and their critique: Brief history of DSM
- 1.2. Multiaxial classification: DSM IV/IV-TR
- 1.3. International classification of diseases: ICD 10
- 1.4. Current Paradigms in psychopathology: Statistical-cum-Psychometric, Biological, Psychoanalytic, Behavioristic and learning, Cognitive, Humanistic- existential, Diasthesis- Stress and Bio-Psycho-Social Paradigm

2. ANXIETY, SOMATOFORM, DISSOCIATIVE AND PSYCHO-PHYSIOLOGICAL DISORDERS: SYMPTOMS, ETIOLOGY & TREATMENT [10]

- 2.1. Anxiety Disorders
- 2.2. Psycho physiological Disorders: Ulcer, Cancer, Cardiovascular Disorders and Asthma
- 2.3. Somatoform disorders
- 2.4. Dissociative Disorders

3. SCHIZOPHRENIA AND RELATED DISORDERS [10]

- 3.1. Historical antecedents: Kraeplin's and Bleuler's description; DSM IV, ICD 10 diagnosis,
- 3.2. Clinical symptoms and types of Schizophrenia
- 3.3. Schizophrenic spectrum disorders: Types, symptoms & interventions.
- 3.4. Etiological factors and theories of schizophrenia and delusional disorders

4. MOOD, EATING AND SLEEP DISORDERS [10]

- 4.1. Mood Disorders: Symptoms, etiology, types and treatment
- 4.2. Etiology and treatment of Mood Disorders
- 4.3. Suicide & parasuicide: Types, causes and interventions
- 4.4. Eating disorders and sleep disorders: symptoms, etiology and treatment

BOOKS FOR READING:

1. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
2. Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.
3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.

4. Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Edn. Tata McGraw-Hill: New Delhi, India.
6. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
7. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
8. Fauman, M.A. (1996). *Study guide to DSM-IV*. Jaypee Brothers.
9. First, M.B. & Tasman, A. (2004). *DSM-IV-TR mental disorders: Diagnosis, etiology, and treatment*. New York: Wiley.
10. World Health Organization (1992). *The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.
11. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry*. New York: Churchill Livingsto.

SEMESTER III
EP 311: PSYCHO DIAGNOSTICS AND COMMUNITY
MENTAL HEALTH

OBJECTIVES:

To acquaint the students with the:

1. Theories of mental illness
 2. Psycho diagnostic procedures
 3. Concept of community mental health
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- 1. THEORETICAL PERSPECTIVES OF MENTAL HEALTH [09]**
 - 1.1. Psychoanalytic and Neo Psychoanalytic views
 - 1.2. Behaviouristic & Cognitive views
 - 1.3. Humanistic & Existential views
 - 1.4. Biological Models

- 2. PSYCHO DIAGNOSTIC PROCEDURES-I [10]**
 - 2.1. Tests of intelligence and cognitive functions
 - 2.2. Neuropsychological tests
 - 2.3. Behavioural Assessment
 - 2.4. Clinical interview (SCID system)

- 3. PSYCHO DIAGNOSTIC PROCEDURES-II [11]**
 - 3.1. Personality tests & Inventories
 - 3.2. Projective tests
 - 3.3. Tests for special population: Infants, intellectually challenged, Motor and speech handicapped
 - 3.4. Clinical interpretation & report writing.

- 4. COMMUNITY MENTAL HEALTH [10]**
 - 4.1. Role of clinical Psychologists in medical & non-medical set –ups
 - 4.2. Community mental health & its contribution in the current status of cancer & HIV / AIDS
 - 4.3. Health enhancing behaviours
 - 4.3.1. Accident prevention: Home and workplace accidents, vehicle accidents
 - 4.3.2. Cancer-related health behaviours: Breast self-examination, mammograms, testicular self-examination, colorectal cancer screening
 - 4.4. Role of community Psychologist in preventing social deviant behaviour

BOOKS FOR READING:

1. Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
4. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
5. Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.

6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Edn. Tata McGraw-Hill: New Delhi, India.
7. Taylor, S. (2006) 6th ed. *Health psychology*. ND: Tata McGraw-Hill
8. Brannon, L. & Feist, J. (2007). *Introduction to health psychology*. Singapore: Thomson Wadsworth.
9. Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. 7th edn. Pearson Education: India.
10. Wolman, B.B. (ed.) (1975). *Handbook of clinical psychology*. New York: McGraw-Hill.
11. Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). *Clinical psychology: Evolving theory, practice and research*. Upper Saddle River, N.J.: Prentice-Hall.
12. Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
13. Kapur, M. (1995). *Mental health of Indian children*. New Delhi: Sage.
14. Kellerman, H. & Burry, A.(1981). *Handbook of diagnostic testing: Personality analysis and report writing*. New York: Grune & Stratton
15. Rychlak, F. (1973). *Introduction to personality and psychopathology*. New York: Houghton Mifflin.
16. Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences, clinical psychiatry*_(7th ed.). New Delhi: B. I. Waverly Pvt. Ltd.

SEMESTER III

EP 312: PROJECT

Project in the area of Clinical Psychology:

Notes:

General

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 select a problem pertinent to their specialization area in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

Assessment – 100 marks

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 50 marks for project report and 50 marks for presentation & viva-voce.

Evaluation of Project Report – 50 marks

Division of marks for project report will be as follows and will be based on suitability and appropriateness of the report with respect to:

1. Problem selected, its rationale and significance – 5
2. Review work – 10
3. Methodology
 - Hypothesis – 10
 - Design and Analysis – 10
4. Interpretation, Discussion & Implication – 10
5. Overall quality of the report – 5

Presentation & Viva-voce – 50 marks

1. Presentation – 20 marks
2. Viva-voce – 30 marks

Examination – 100 marks

1. External Examination will be conducted by two examiners (one of whom will be preferably internal and one external) appointed by 32 (5) (a) Committee of 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 Project Report and Presentation & Viva-voce will be given by both examiners and the average of the same will be considered as final marks of the candidate.
5. Remuneration for External Examination will be equally divided between the two examiners.

SEMESTER IV
EP 410: PSYCHOPATHOLOGY - II

OBJECTIVES:

To acquaint the students with:

1. Current systems of classification of mental disorders
 2. The symptomatology of different psychological disorders
 3. The etiology and dynamics of psychological disorders with respect to theoretical approaches
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1. DISORDERS OF CHILDHOOD, ADOLESCENCE AND OLDAGE [10]

- 1.1. Classification of childhood & Adolescent's disorders
- 1.2. Mental retardation, Autism and ADHD
- 1.3. Learning disabilities and Autism
- 1.4. Treatment and prevention of childhood disorders
- 1.5. Brain disorders of old age: Delirium and dementia.

2. PERSONALITY DISORDERS AND SUBSTANCE-RELATED DISORDERS [10]

- 2.1. Personality disorders and their types
- 2.2. Etiology and treatment strategies for personality disorders
- 2.3. Substance abuse disorders: alcohol, nicotine, depressants, stimulants, hallucinogens and other drugs.
- 2.4. Treatment strategies for substance related disorders.

3. COGNITIVE DISORDERS AND SEXUAL DISORDERS [10]

- 3.1. Brain impairment disorders: Brain tumors, degenerative disorders.
- 3.2. Epilepsy
- 3.3. Cognitive disorders
- 3.4. Sexual and gender variants: the paraphilias and Gender identity disorders
- 3.5. Sexual dysfunctions, and causal factors and treatments for sexual disorders.

4. IMPULSE CONTROL DISORDERS AND ADJUSTMENT DISORDERS [10]

- 4.1. Intermittent Explosive Disorder and Pathological Gambling
- 4.2. Kleptomania and trichotillo mania
- 4.3. Adjustment Disorders
- 4.4. Treatment and intervention of stress disorders

BOOKS FOR READING:

1. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
2. Davison, G.C. Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
3. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
4. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). *Abnormal psychology: Current perspectives* (9th ed.). Delhi: Tata McGraw-Hill.
6. Sarason, I.G. & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.

SEMESTER IV
EP 411: PSYCHOTHERAPIES

OBJECTIVES:

To acquaint the students with:

1. Psychotherapy as a form of treatment of mental illness
2. Different psychotherapies.

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- 1 INTRODUCTION TO PSYCHOTHERAPIES [09]**
 - 1.1 Definition and nature of psychotherapy
 - 1.2 Psychotherapeutic procedures: Basic skills
 - 1.3 Psychoanalytic therapies: Classical and modern
 - 1.4 Transactional Analysis

 - 2 BEHAVIOR THERAPY [10]**
 - 2.1 Overview of Behaviour Therapy
 - 2.2 Systematic Desensitization and its variants
 - 2.3 Assertiveness training, Thought Stopping
 - 2.4 Modelling Procedures and Contingency Management

 - 3 COGNITIVE, HUMANISTIC AND EXISTENTIAL THERAPIES [11]**
 - 3.1 Cognitive Therapies
 - 3.2 Humanistic Therapies
 - 3.3 Existential Therapies
 - 3.4 Marital & Family Therapies

 - 4 MULTIMODAL, EASTERN AND SPECIAL POPULATION THERAPIES [11]**
 - 4.1 Multimodal Therapies
 - 4.2 Multicultural Therapies
 - 4.3 Eastern Therapies
 - 4.4 Therapies for mentally challenged.

BOOKS FOR READING:

1. Capuzzi, D., & Gross, D.R. (2008). *Counselling and Psychotherapy: theories and interventions* 4th Edn. Pearson Education: India.
2. Corey, G. (2008). *Theory and practice of group counselling*. Thomson Brooks/Cole: Belmont CA: USA.
3. Prochaska, J.O., & Norcross, J.C. (2007). *Systems of psychotherapy: a transtheoretical analysis*. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
4. Corsini, R.J. & Wedding, D. (Eds.) (1995). *Current psychotherapies*. Itasca, Ill.: F.E. Peacock.
5. Gelso, C. J. & Fretz, B.R. (1995). *Counselling psychology* Bangalore: Prism books.
6. Woolfe, R. & Dryden, W. (Eds.) (1996). *Handbook of counseling psychology*. New Delhi: Sage.
7. Stewart, I. (2000). *Transactional analysis counseling in action*. London: Sage.
8. Beck, A.T. (1976). *Cognitive therapy and behavior disorders*.
9. Rimm, D.C. & Masters, J.C. (1987). *Behavior therapy: Techniques and empirical findings*. New York: Harcourt, Brace, Jovanich.

10. Watts, A. W. (1973). *Psychotherapy: East and West*. London: Penguin books.
11. Rama,S. & Ballentine, R. & Ajaya, S.(1976). *Yoga and psychotherapy*. Hinsdale, PA: Himalayan International Inst.
12. Ajay, S.(1989). *Psychotherapy: East and West*. Hinsdale, Penn.: Himalayan International Inst.
13. Ellis, A. & Harper, A. (1975). *A new guide to rational living*. Englewood
14. Cliffs, N.J.: Prentice-Hall.
15. Verma, L. (1990). *The management of children with emotional and behavioral difficulties*. London: Routledge.
16. Veereshwar, P. (2002). *Indian systems of psychotherapy*. Delhi: Kalpaz publications

SEMESTER IV

EP 412: PRACTICUM

Students should select at least 7 types of maladapted cases in consultation with the teacher, and prepare detailed report of 5 cases. Students should present at least two cases. The following stages should be followed (wherever applicable):

- a. Taking of case history.
- b. Assessment and multi-axial diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. News breaking.
- f. Contracting of therapy sessions.
- g. Writing session report of each case.
- h. Presentation of 2 cases in classroom

Notes:

General

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 study clinical cases in hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
5. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HoD.

Internal assessment – 20 marks

Internal assessment will be based on presentation of 2 best reports of cases and student's overall performance of Practicum work during the semester.

External Examination – 80 marks

1. External Examination will be conducted by two examiners (one preferably being internal and one external), appointed by 32 (5) (a) Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 ½ hours.
4. Hypothetical cases will be prepared by External Examiner.
5. Marks for Viva and Report Writing will be given by both examiners and average marks will be considered as final marks of the candidate.
6. Assessment of analyses of hypothetical cases will be done by External Examiner only.
7. Remuneration for External Examination will be equally divided between the two examiners.
8. Break-up of marks will be as follows:
 - a. Analysis of 2 hypothetical cases (1 ½ hours) – 40 marks
 - b. Viva- 20 marks
 - c. Report writing of 5 cases - 20 marks

GROUP B- INDUSTRIAL PSYCHOLOGY

SEMESTER III

EP 320: PERSONNEL PSYCHOLOGY

OBJECTIVES:

To acquaint the students with:

1. The basic concepts in Personnel Psychology.
 2. Role of job analysis and competency mapping in job description
 3. The process of recruitment and selection.
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- 1. INTRODUCTION TO PERSONNEL PSYCHOLOGY [09]**
 - 1.1. Nature, scope and functions of personnel psychology
 - 1.2. Utility theory
 - 1.3. Systems view of personnel psychology
 - 1.4. Personnel psychology: Current practices and emerging trends
- 2. JOB ANALYSIS, COMPETENCY MAPPING AND EVALUATION [10]**
 - 2.1. Meaning and importance of job analysis and writing a good job description
 - 2.2. Competency mapping approach
 - 2.3. Employment profile
 - 2.4. Job evaluation
- 3. RECRUITMENT AND PERSONNEL SELECTION [11]**
 - 3.1. Recruitment Planning and methods of recruitment
 - 3.2. Selection methods: Interview, psychological tests, references, bio-data, assessment centres
 - 3.3. Managerial selection: Criteria of managerial effectiveness and selection instruments (personality and interest inventories)
 - 3.4. Evaluating selection procedure and techniques
- 4. PERFORMANCE APPRAISAL [10]**
 - 4.1. Objectives and development of performance appraisal system
 - 4.2. Objective measures (Miner), and 360 Degree Appraisal System
 - 4.3. Communicating appraisal results
 - 4.4. Benefits and limitations of performance appraisal

BOOKS FOR READING:

1. Descenzo, D. A. & Robbins, S. P. (1989). *Personnel human resource management*. USA: Prentice-Hall
2. Aamodt, M.G. (2007). *Industrial and organizational psychology: An applied approach*. US: Thomson & Wadsworth.
3. Pareek, U. and Rao, T.V. (2003). *Designing and managing human resource systems*. N.D.: Oxford & IBH.
4. Pattanayak, B. (2005). *Human resource management*. 3rd ed. N.D.: Prentice-Hall.
5. Schultz, D. and Schultz, S. E. (2006). *Psychology and work today*. 8th ed. N.D.: Pearson Edu.
6. Miner, J.B. (1992). *Industrial and organizational psychology*. McGraw-Hill.
7. Mullins, L.J. (2007) 7th ed. *Management and organizational behaviour*. N.D.: Pearson Edu.

8. Cascio, W.F. (2006). *Managing human resources: Productivity, quality of work life, profits*. N.Y.: Tata McGraw Hill.
9. Dessler, G. (2008). *Human resource management, 10th ed.* N.D.: Dorling Kindersley India Pvt. Ltd.
10. Robbins, S.P. & Sanghi, S. (2007). *Organizational behavior* (11th ed.). New Delhi: Pearson Education.
11. Luthans, F. (1995). *Organizational behavior* (7th ed). New York: McGraw-Hill, inc.
12. Cascio, W.F. (1987). *Applied psychology in personnel management*. (3rd ed). USA: Prentice Hall.
13. Dessler, G. (1998). *Human resource management* (7th ed). New Delhi: Prentice-Hall of India.
14. Berry, L.M. (1998). *Psychology at work: An introduction to industrial and organizational psychology* (2nd ed.). New York: McGraw-Hill.
15. Ivancevich, J.M. & Gluek, W.F. (1983). *Foundations of personnel/human resource management*. Plane Texas: U.S.A. Business Pub.Inc.
16. McCormic, E.J.& Ilgen, D.(1980). *Industrial psychology* (7th ed). London: George Allen and Unwin.
17. McShane, S.L. & Von Glinow, M.A. (2000). *Organizational behavior*, New Delhi: Tata McGraw-Hill.

SEMESTER III
EP 321: ORGANIZATIONAL BEHAVIOUR

OBJECTIVES:

To acquaint the students with:

1. The nature of organizational behaviour
 2. Different approaches to motivation
 3. Models of leadership and importance of empowerment in organizations.
-

- 1. FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR [09]**
 - 1.1. Nature of organizational behaviour
 - 1.2. Models of OB: Autocratic, Custodial, Supportive, Collegial, System
 - 1.3. Trends of OB
 - 1.4. Organizational culture

- 2. MOTIVATION IN ORGANIZATION [11]**
 - 2.1. Motivating by meeting needs and managerial applications: Maslow, Adlerfer, Herzberg, and McClelland.
 - 2.2. Motivating by setting goals: Goal setting theory and setting effective performance goals.
 - 2.3. Motivating by being fair: Distributive justice, Equity theory, procedural justice, interactional justice, and organizational justice.
 - 2.4. Motivating by altering expectations and by structuring jobs: VIE model, Porter & Lawler model, Quality of Work Life model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model.

- 3. LEADERSHIP, POWER AND EMPOWERMENT [11]**
 - 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; substitutes and enhancers for leadership; and self & super leadership.
 - 3.4. Empowerment: Meaning, process, and programs for participation.

- 4. COMMUNICATION, CONFLICT AND STRESS [09]**
 - 4.1. Organizational communication: Meaning, functions, directions and methods of improving communication, types (formal-informal, electronic) (Robbins).
 - 4.2. Interpersonal and inter-group conflicts, work-family conflict (Schultz & S), strategies for conflict resolution.
 - 4.3. Work stress: Sources, consequences, managing stress (individual and organizational approaches) .
 - 4.4. Employees counselling.

BOOKS FOR READING:-

1. Mullins, L.J. (2007) 7th ed. *Management and organizational behaviour*. N.D.: Pearson Edu.
2. McShane, et al. (2006). 1st reprint. *Organizational behaviour*. N.D.: Tata McGraw-Hill

3. Newstrom, J.W. (2007). *Organizational behaviour: Human behaviour at work*. N.D.: Tata McGraw-Hill.
4. Greenberg, J. and Baron, R.A. (2003). *Behaviour in organizations*. N.D.: Pearson Edu.
5. Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). *Organizational behaviour*. N.D.: Pearson Prentice Hall.
6. Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). *Organizational behaviour and management*. Delhi: Tata Mc-Graw Hill.
7. French, W.L.; Bell, C.H.; & Zawacki, R.A. (2006). *Organization development and transformation: Managing effective change*. Delhi: Tata Mc-Graw Hill.
8. Pareek, U. and Rao, T.V. (2003). *Designing and managing human resource systems*. N.D.: Oxford & IBH.
9. Robbins,S. (2001). *Organizational behavior*. (9th ed.). New Delhi: Prentice Hall of India.
10. Luthans, F. (1995). *Organizational behaviour* (7th ed.). NY: McGraw-Hill Inc.
11. Rao, V.S.P. and Narayana, P.S. (1995). *Organization theory and behaviour* (2nd ed.).New Delhi: Konark Pub. Pvt.Ltd.
12. Hersey, P. & Blanchard, K.H. (1982). *Management of organizational behaviour utilizing human resources* (4th ed.). Prentice –Hall
13. Greenberge, J. & Baron, R.A. (2005). *Behavior in organizations* (8th ed). NewDelhi: Pearson Education.
14. Berry, L. (1998). *Psychology of work* (2nd ed.) New York: McGraw-Hill
15. McShane, S. L. and Von Glinow, M. A. (2000). *Organizational behavior: Emerging realities for the workplace revolution*. New Delhi: Tata McGraw-Hill.
16. Cooper, C. L. and Robertson, I. T. (eds) (1988). *International review of industrial and organizational psychology*. New York: John Wiley.
17. Pareek, U. & Rao,T. V. (1986). *Designing and managing human resources systems*. New Delhi : Oxford and IBM

SEMESTER III EP 322: PROJECT

Project in the area of Industrial Psychology:

Notes:

General

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 select a problem pertinent to their specialization area in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group (e.g. Control and experimental) *.
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

* This will be subject to the nature of the industrial project

Project Assessment – 100 marks

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 50 marks for project report and 50 marks for presentation & viva-voce.

Evaluation of Project Report – 50 marks

Division of marks for project report will be as follows and will be based on suitability and appropriateness of the report with respect to:

1. Problem selected, its rationale and significance – 5
2. Review work – 10
3. Methodology
 - a. Hypothesis – 10
 - b. Design and Analysis – 10
4. Interpretation, Discussion & Implication – 10
5. Overall quality of the report – 5

Presentation & Viva-voce – 50 marks

1. Presentation – 20 marks
2. Viva-voce – 30 marks

Examination – 100 marks

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of 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 Project Report and Presentation & Viva-voce 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.

SEMESTER IV
EP 420: HUMAN RESOURCE MANAGEMENT

OBJECTIVES:

To acquaint the students with:

1. HRD challenges in the context of globalization,
 2. Significance and methods of training and development,
 3. Causes of attrition and methods of talent management.
-

- 1. INTRODUCTION TO HUMAN RESOURCE MANAGEMENT [09]**
 - 1.1. Concept and functions of HRD
 - 1.2. HRD challenges in Global and Indian scenario
 - 1.3. HRD for corporate excellence
 - 1.4. Concept of equal employment opportunities

- 2. TRAINING AND DEVELOPMENT [10]**
 - 2.1. Assessing training needs
 - 2.2. Training methods: On-the-job training, apprenticeship, business games and in-basket training
 - 2.3. Career development and planning
 - 2.4. Evaluating training programmes

- 3. JOB SATISFACTION AND TALENT MANAGEMENT [10]**
 - 3.1. Attitudes and job satisfaction
 - 3.2. Job satisfaction: Causes and consequences
 - 3.3. Measurement of job satisfaction
 - 3.4. Buying, borrowing and building talent

- 4. KNOWLEDGE CREATION AND KNOWLEDGE MANAGEMENT [11]**
 - 4.1. Meaning and need of knowledge management
 - 4.2. Knowledge management architecture
 - 4.3. Knowledge management process
 - 4.4. Knowledge management deficits

BOOKS FOR READING:-

1. Pareek, U. and Rao, T.V. (2003). *Designing and managing human resource systems*. N.D.: Oxford & IBH.
2. Decenzo, D.A. and Robbins, S.P. (1988). *Personnel / human resource management*. (3rd ed.). Prentice Hall
3. Dessler, G. (2008). *Human resource management, 10th ed.* N.D.: Dorling Kindersley India Pvt. Ltd.
4. Beardwell, I & Holden, L. (1998). *Human resource management: A contemporary perspective*. New Delhi: Macmillan India Ltd.
5. Robbins, S.P. & Sanghi, S. (2007). *Organizational behavior* (11th ed.). New Delhi: Pearson Education.
6. Cascio, W.F. (1987). *Applied psychology in personnel management*. (3rd ed). USA: Prentice Hall.
7. Berry, L.M. (1998). *Psychology at work: An introduction to industrial and organizational psychology* (2nd ed.). New York: McGraw-Hill.
8. Rao, V.S.P. and Narayana, P.S. (1995). *Organization theory and behaviour* (2nd ed.). New Delhi: Konark Pub. Pvt.Ltd.

9. Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006). *Human Resource Management*. N.D.: Tata Mc-Graw Hill
10. Pattanayak, B. (2005). *Human resource management*. 3rd ed. N.D.: Prentice-Hall.
11. Schultz, D. and Schultz, S. E. (2006). *Psychology and work today*. 8th ed. N.D.: Pearson Edu.
12. Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). *Organizational behaviour*. N.D.: Pearson Prentice Hall.
13. French, W.L.; Bell, C.H.; & Zawacki, R.A. (2006). *Organization development and transformation: Managing effective change*. Delhi: Tata Mc-Graw Hill.
14. Cascio, W.F. (2006). 7th ed. *Managing human resources: Productivity, quality of work life, profits*. N.D.: Tata Mc-Graw-Hill
15. Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). *Organizational behaviour and management*. Delhi: Tata Mc-Graw Hill.

SEMESTER IV
EP 421: ORGANIZATIONAL DEVELOPMENT

OBJECTIVES:

To acquaint the students with:

1. Organizational change and its impact on individual employees,
2. Approaches to change management,
3. Importance of various OD interventions.

-
1. **FOUNDATIONS OF ORGANIZATIONAL DEVELOPMENT** [10]
 - 1.1. Meaning and nature of OD
 - 1.2. Approaches to OD: Laboratory training stem, survey research & feedback stem; action research stem;
 - 1.3. Approaches to OD: Socio-technical and socio-clinical stem
 - 1.4. Values, assumptions and beliefs in OD
 2. **ORGANIZATIONAL CHANGE** [10]
 - 2.1. Change: Meaning, forces for change, planned change
 - 2.2. Resistance to change, overcoming resistance to change
 - 2.3. Approaches to managing organizational change: Lewin's three-step model; Kotter's eight-step plan
 - 2.4. Organizational development; models and theories of planned change.
 3. **OD PROCESS AND OD INTERVENTIONS I** [10]
 - 3.1. Diagnosis
 - 3.2. Action research and OD intervention
 - 3.3. Programme management component
 - 3.4. OD interventions in Indian organizations.
 4. **OD INTERVENTIONS II** [10]
 - 4.1. Team interventions: types of teams and broad team-building interventions, process consultation, techniques and exercises used in team building, Self-managed teams
 - 4.2. Third-party peace-making interventions
 - 4.3. Role-focused OD interventions
 - 4.4. MBO, quality circles, total quality management.

BOOKS FOR READING:-

1. Aamodt, M.G. (2007). *Industrial and organizational psychology: An applied approach*. US: Thomson & Wadsworth.
2. French, W.L. & Bell, C.H. (1999). 6th ed. *Organizational development: Behavioral science interventions for organization improvement*. N.D.: Prentice-Hall.
3. Ramanarayan, Rao & Singh (eds),
4. Pareek, U. and Rao, T.V. (2003). *Designing and managing human resource systems*. N.D.: Oxford & IBH.
5. Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006). *Human Resource Management*. N.D.: Tata Mc-Graw Hill
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7. Schultz, D. and Schultz, S. E. (2006). *Psychology and work today*. 8th ed. N.D.: Pearson Edu.
8. Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). *Organizational behaviour*. N.D.: Pearson Prentice Hall.

9. Rao & Narayan
10. French, W.L.; Bell, C.H.; & Zawacki, R.A. (2006). *Organization development and transformation: Managing effective change*. Delhi: Tata Mc-Graw Hill.
11. Cascio, W.F. (2006). 7th ed. *Managing human resources: Productivity, quality of work life, profits*. N.D.: Tata Mc-Graw-Hill
12. Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). *Organizational behaviour and management*. Delhi: Tata Mc-Graw Hill.
13. Dessler, G. (2008). *Human resource management, 10th ed.* N.D.: Dorling Kindersley India Pvt. Ltd.
14. Berry, L.M. (1998). *Psychology at work: An introduction to industrial and organizational psychology* (2nd ed.). New York: McGraw-Hill.
15. Greenberge, J. & Baron, R.A. (2005). *Behaviour in organizations* (8th ed). New Delhi: Pearson Education.
16. McShane, S.L. & Von Glinow, M.A.(2000). *Organizational Behaviour: Emerging realities for the workplace revolution*. New Delhi: Tata McGraw-Hill.
17. McGill, M. E. (1997). *Organizational development for operating managers*. New York: (AMA-OH) A division of American Management Assn.

SEMESTER IV EP 422: PRACTICUM

Students should select at least 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, organizational structure, etc., in consultation with the teacher, and prepare detailed report of 5 cases. Students should present at least two cases/exercises. Reports of 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, organizational structure, 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

Notes:

General

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.

Internal assessment – 20 marks

Internal assessment will be based on presentation of reports of 2 best exercises and student's overall performance of Practicum work during the semester.

External Examination – 80 marks

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of 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 External Examiner.
5. Marks for Viva and Report Writing will be given by both examiners and average marks will be considered as final marks of the candidate.
6. Assessment of analyses of hypothetical problems will be done by External Examiner only.
7. Remuneration for External Examination will be equally divided between the two examiners.

Break-up of marks for external examination will be as follows:

1. Analysis of 2 hypothetical problems (40 marks) – 1 ½ hours.
 2. Viva – 20 marks
 3. Exercise reports – 20 marks
-

GROUP C: COUNSELLING PSYCHOLOGY

SEMESTER III

EP 330: COUNSELLING PROCESS

OBJECTIVES:

1. To familiarize students with the nature and process of counselling.
2. To acquaint students with various assessment techniques
3. To expose the students to the various types of intervention and strategies.

1. NATURE AND GOALS OF COUNSELLING [10]

- 1.1 Definition and goals of counselling
- 1.2 Training, job setting and activities of counsellor
- 1.3 Stages of the counselling process
- 1.4 Written communication and counselling
 - a. Aims and objectives of record keeping
 - b. File composition

2. BUILDING THE RELATIONSHIP AND IN-DEPTH EXPLORATION [10]

- 2.1 Communication and building the counselling relationship
- 2.2 The core conditions of counselling
- 2.3 Counsellor's actions that impede communication
- 2.4 In depth exploration
 - c. Goals and methods
 - d. Advanced empathy
 - e. Immediacy
 - f. Confrontation
 - g. Interpretation
 - h. Role playing

3. COMMITMENT TO ACTION AND TERMINATION [10]

- 3.1 The Process of goal setting
- 3.2 Design and implication of action plans
- 3.3 Termination
- 3.4 Ethical principles of counselling.

4. PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS IN COUNSELLING [10]

- 4.1 Components of effective assessment
- 4.2 Inter-disciplinary implications and guidelines for human assessment
- 4.3 Non-standardized techniques for human assessment
 - a. Observations
 - b. Rating Scales
 - c. Anecdotal Reports
 - d. Autobiography
 - e. Questionnaire
 - f. Structural interview and Intake interviews
- 4.4 Standardized techniques for human assessment
 - a. Intelligence Test
 - b. Aptitude Test.

- c. Interest Test
- d. Achievement Test.
- e. Personality Test
- f. Diagnostic Test

BOOKS FOR READING:-

1. Feltham, C. & Horton, I.E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy* (2nd ed.). London: Sage Publication.
 2. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pte.Ltd.
 3. Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Banglore: Prism books Pvt.Ltd
 4. Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.
 5. Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
 6. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.
 7. Nelson R. Jones (2000). *Introduction to counselling skills, text and activities*. London: Sage Publication.
 8. Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.). Delhi: Tata McGraw-Hill.
 9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). *The art of happiness: The handbook for living*. Sidney: Hodder.
-

SEMESTER III
EP 331: COUNSELLING SKILLS AND APPROACHES

OBJECTIVES:

1. To Familiarize students with the various counselling skills
2. To acquaint students with various approaches of counseling

1 INTRODUCTION TO COUNSELLING SKILLS [10]

- 1.1 Helpers and counselling skills
- 1.2 Creating mind skills
- 1.3 Creating communication and feelings
- 1.4 Helping as a process

2. COUNSELLING SKILLS [10]

- 2.1 Listening skills: Active listening, showing that you are listening, paraphrasing skills, reflecting-feeling skills, listening mistakes.
- 2.2 Questioning skills: Types of questions, areas of questions, information.
- 2.3 Challenging skills: Feedback skills, disclosing skills.
- 2.4 Monitoring skills: Referral skills, identifying unhelpful thinking.

3. THEORIES OF COUNSELLING [10]

- 3.1 Psychoanalytic theory
- 3.2 Person-centered theory
- 3.3 Cognitive behavioural theories.
- 3.4 Brief theories.

4. COUNSELLING AND PSYCHOTHERAPY [10]

- 4.1 a. Transactional Analysis
- b. Rational Emotive Behavioural Therapy
- 4.2 Reality Therapy
- 4.3 Logo Therapy
- 4.4 Multimodal Therapy

BOOKS FOR READING:-

1. Feltham, C. & Horton, I.E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy* (2nd ed.). London: Sage Publication.
2. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.) Delhi: Pearson education Pte.Ltd.
3. Gelso, C. J., Fretz B.R. (1995) *counselling psychology*. Bangalore: Prism books Pvt.Ltd
4. Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.
5. Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
6. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.
7. Nelson, R., Jones (2000). *Introduction to counselling skills, text and activities* London: Sage Publication.
8. Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.) Delhi: Tata McGraw-Hill.
9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). *The art of happiness: The handbook for living*. Sidney: Hodder.

SEMESTER III EP 332: PROJECT

Project in the area of Counselling Psychology:

Notes:

General

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 select a problem pertinent to their specialization area in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group, e.g.: comparative & correlational studies.
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

Assessment – 100 marks

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 50 marks for project report and 50 marks for presentation & viva-voce.

Evaluation of Project Report – 50 marks

Division of marks for project report will be as follows and will be based on suitability and appropriateness of the report with respect to:

1. Problem selected, its rationale and significance – 5
2. Review work – 10
3. Methodology
 - a. Hypothesis – 10
 - b. Design and Analysis – 10
4. Interpretation, Discussion & Implication – 10
5. Overall quality of the report – 5

Presentation & Viva-voce – 50 marks

1. Presentation – 20 marks
2. Viva-voce – 30 marks

Examination – 100 marks

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 ½ hours.
4. Marks for Project Report and Presentation & Viva-voce 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.

SEMESTER IV
EP 430: GUIDANCE AND CAREER COUNSELLING

OBJECTIVES:

1. To bring out the significance of career counselling
 2. To introduce various stages in counselling
 3. To highlight the need for career counselling at different stages of schooling.
-

1. CAREER COUNSELING: NATURE, PRESENT TRENDS AND FUTURE DIRECTION [09]

- 1.1 Stages in career counselling: Self-discovery, understanding the nature of work, career alternatives
- 1.2 Career counselling and process of human development
- 1.3 Present trends in career counselling.
- 1.4 Future direction in career counselling

2. THEORIES OF CAREER DEVELOPMENT [11]

- 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

3. CAREER COUNSELING: LIFE SPAN APPROACH [10]

- 3.1 Career counselling at elementary school level
- 3.2 Career counselling at secondary school level
- 3.3 Career counselling at higher education level
- 3.4 Individual and group Counselling

4. COUNSELLING FOR PLANNING AND DECISION-MAKING [10]

- 4.1 A. Definition and career interest in career planning
B. The changing nature of the world of work
- 4.2 The career counselling and the development of human potential
- 4.3 Career planning and decision making in school
- 4.4 Career counselling in non-school settings.

BOOKS FOR READING

1. Berk, L.E. (2003). *Child development* (6th ed.). Delhi: Prentice Hall of India.
2. Mash. E.J., Wolfe, D.A. (1999). *Abnormal Child Psychology*. Belmont: Brooks/Cole.Wadsworth.
3. Papalia D.E., Olds, S.W., Feldman, R.D. (2004). *Human development* (9th ed.). Delhi: TataMcGraw-Hill.
4. Gelso, C.J., Fretz, B.R. (1995). *Counselling psychology*. Bangalore: Prism Books Pvt.Ltd
5. Gibson, R.L., Mitchell, M.H. (2003). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson Education.
6. Arulmani, G, Arulmani, S. (2004). *Career counselling: A handbook*. New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
7. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.

8. Rao, S.N. (2006). *Counseling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
9. Ferhan, C., Horton, I. (ed.) (2006). *The sage handbook of counselling and psychotherapy* (2nd ed.). London: Sage publications.
10. Hecker, J.E., Thorpe, G.L. (2005). *Introduction to clinical psychology: Science, practice & ethics*. Delhi: Pearson Education.

SEMESTER IV
EP 431: AREAS OF COUNSELLING

OBJECTIVES:

- 1 To acquaint students with different areas of personal counselling
 - 2 To introduce them to special areas of counselling
-

1 HELPING TROUBLED CHILDREN AND ADOLESCENTS [10]

- 1.1 Emotionally disturbed children and adolescents.
- 1.2 ADHD
- 1.3 Learning disabled
- 1.4 Academic underachiever.

2. FAMILY COUNSELLING AND COUNSELLING FOR PHYSICALLY MENTALLY CHALLENGED [10]

- 2.1 Premarital and marital Counselling
- 2.2 Counselling for women
- 2.3 Types of physical and Handicapped and Treatment
- 2.4 Types of mentally challenged and treatment.

3. COUNSELLING FOR HIV/AIDS VICTIMS AND TERMINAL ILLNESS [10]

- 3.1 Orientation of HIV/AIDS- Counselling
- 3.2 Pre-test and post-test Counselling
- 3.3 Handling suicides and para suicides.
- 3.4 Counselling for other terminal illness.

4. SPECIAL AREAS OF COUNSELLING [10]

- 4.1 Counselling at work place
- 4.2 Pre-retirement and retirement counselling
- 4.3 Occupational stress and counselling
- 4.4 Counselling - Sports Anxiety

BOOKS FOR READING: -

1. Feltham, C., & Horton, I.E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy* (2nd ed.). London: Sage Publication.
2. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pte.Ltd.
3. Gelso, C. J., Fretz, B.R. (1995). *Counselling psychology*. Banglore: Prism books Pvt.Ltd
4. Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.

5. Rao, S.N. (2006). *Counseling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
6. Patterson, L.E., Welfel E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.
7. Nelson R. Jones (2000). *Introduction to counselling skills: Text and activities*. London: Sage Publication.
8. Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.). Delhi: Tata McGraw-Hill.
9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). *The art of happiness: The handbook for living*. Sidney: Hodder.

SEMESTER IV EP 432: PRACTICUM

Students should select at least 7 types of cases, e.g. career selection, interpersonal problems, personal problems, marital problems, etc., and two exercises of groups counseling, e.g. Conducting sessions on study habits, self awareness, career guidance, etc. in consultation with the teacher, and prepare detailed report of 5 cases and the 2 exercises. Cases should be from three age groups, namely childhood (3 cases), youth (2 cases), and old-age (2 cases). Students should present at least two cases. Report of exercises should be neatly typed in the standard format and a bound copy should be submitted. The report should cover the following points:

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.

Notes:

General

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 select clients from hospitals / clinics / rehabilitation centers / schools / colleges / old age homes / families / correctional institutions / NGO set up, etc.
5. Each student should conduct group counselling exercises in organizations / institutes.
6. One teacher supervisor should accompany a group of students.
7. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HoD.

Internal assessment – 20 marks

Internal assessment will be based on presentation of reports of 2 best cases and student's overall performance of Practicum work during the semester.

External Examination – 80 marks

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 ½ hours.
4. Hypothetical cases will be prepared by External Examiner.
5. Marks for Viva-voce and Report Writing will be given by both examiners and average marks will be considered as final marks of the candidate.
6. Assessment of analyses of hypothetical cases will be done by External Examiner only.

7. Remuneration for External Examination will be equally divided between the two examiners.

Break-up of marks will be as follows:

1. Analysis of 2 hypothetical cases (40 marks) – 1 ½ hours.
2. Viva-voce – 20 marks
3. Case & Exercise Reports – 20 marks
