

SAVITRIBAI PHULE PUNE UNIVERSITY



DEPARTMENT OF PSYCHOLOGY

SYLLABUS FOR M. A. PSYCHOLOGY

(PART-II: SEM-III & IV)

University Department (For Regular & Self-Supporting Courses)

The major core papers are compulsory and from elective courses any one have to be selected. From three specialization any one should select.

Total Number of Credits: 88

w.e.f. July-2024

	SEMESTER-III Major Core Courses	
Subject Code	Subject Title	Number of Credits
EP: 301	Personality: Theories & Advances	4
EP: 310	Psychopathology-I: Neurodevelopmental and Other Disorders	4
EP: 311	Psychodiagnostics	4
EP: 312	Practicum (Clinical)	2
EP: 320	Personnel Psychology	4
EP: 321	Organizational Behaviour: Theories and Practices	4
EP: 322	Practicum (Industrial)	2
EP: 330	Counselling Process	4
EP: 331	Counselling Skills and Career Counseling	4
EP:332	Practicum (Counselling)	2
EP: 340	Research Project: Proposal & Planning	4
EP: 350	Positive Psychology	4
EP: 351	Advanced Social Psychology	4
	Total Number of Credits	22
	SEMESTER-IV MAJOR CORE COURSES	
EP: 401	Emotion and Motivation: Concepts and Theories	4
EP: 410	Psychopathology-II: Schizophrenic and Other Disorders	4
EP: 411	Psychotherapies in Clinical Settings	4
EP: 420	Human Resource Management: Psychological Perspectives	4
EP: 421	Organizational Development: Approaches and Interventions	4
EP: 430	Areas of Counselling	4
EP: 431	Therapeutic Techniques in Counselling	4
EP: 440	Research Dissertation	6
	Major Elective Courses (any one)	
EP: 450	Health Psychology	4
EP: 451	Psychology of Aging	4
	Total Number of Credits	22

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP: 301-PERSONALITY: THEORIES & ADVANCES
(Major Core Paper)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint the students with:

1. To provide the students thorough understanding of contemporary perspectives of theories of personality.
2. To make the students explore important theories of personality with comprehensive, rigorous and systematic outlook.
3. To make the students know about the current advances in the contemporary personality research.

LEARNING OUTCOMES:

Students will be able:

1. To implement the applied understanding of various personality theories.
2. To observe and interpret individual differences in behavior in the light of sound theoretical systems of personality.
3. To understand advances in the different branches of psychology

1.0. PERSONALITY: INTRODUCTION

[15]

- 1.1. Personality: Definitions and Nature
- 1.2. Personality Theory- Characteristics, Evaluation, Perspectives
- 1.3. Approaches to study Personality: Person-Situation Interaction, Idiographic & Nomothetic
- 1.4. Issues in Personality Research: Cross- cultural Research, Experimental Research, Temporal Stability, Social Desirability

2.0. PSYCHOANALYTIC AND LEARNING THEORIES OF PERSONALITY

[15]

- 2.1. Classical Psychoanalytic Theory: Sigmund Freud
- 2.2. Analytical Psychology: Carl Jung
- 2.3. Individual Psychology: Alfred Adler
- 2.4. Reinforcement Theory: Dollard & Miller, Bandura

3.0. NEO- PSYCHOANALYTIC, TRAIT & COGNITIVE THEORIES OF PERSONALITY

[15]

- 3.1. Psychosocial Theory: Erik Erickson
- 3.2. Female Psychology: Karen Horney
- 3.3. Trait Theories: Allport, Eysenck, Big Five Model of Personality
- 3.4. Personal Construct Theory: George Kelly

4.0. HUMANISTIC & EXISTENTIAL THEORIES OF PERSONALITY

[15]

- 4.1. Abraham Maslow
- 4.2. Carl Rogers
- 4.3. Viktor Frankl & Rollo May
- 4.4. Advances in Contemporary Personality Research

BOOKS FOR READING:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. (4th Ed.). 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 Ed.) 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. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
8. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
9. Kuppaswami, B. (1985) *Elements of ancient Psychology*. Delhi: Vani Educational Books.
10. McCrae, R.R. & Allik, J. (eds) (2002). *Five-factor model across cultures*. Dordrecht: Netherlands: Kluwer.
11. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons
12. Feshbach, S. & Weiner, B. (1991). *Personality*. (3rd Ed.). Toronto: Health & Co.
13. Kundu, C.L. (1989). *Personality development*. ND: Sterling Pub.
14. Tart, C.T. (1975). *Transpersonal psychology*. (Ed.). NY: Holt, Rinehart & Winston.

**DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III**

**EP: 310: PSYCHOPATHOLOGY-I: NERODEVELOPMENTAL, AND OTHER DISORDERS
(Major Core Paper: Specialization)
(Credits-4)**

LEARNING OBJECTIVES:

To acquaint the students with:

1. The DSM-IV and ICD-11 classification system of mental disorders.
2. The meaning and various paradigms of psychopathology.
3. Understanding the classification of and prognosis of mental disorders.
4. Assessment and treatments of mental disorders.

LEARNING OUTCOMES:

Students will be able to:

1. Describe the meaning and classification of mental disorders
2. Analyze the basic theoretical perspectives of abnormal behavior
3. Apply the theoretical understanding in identification and treatments of disorders.
4. Develop the practical and scientific aspect of normal human functioning

1.0. INTRODUCTION, CLASSIFICATION AND PARADIGMS OF PSYCHOPATHOLOGY [15]

- 1.1. Definition, criteria, and mental disorder classification system (DSM-V and ICD-11)
- 1.2. Features of Mental Health Care Act-2017. Rights of Person with Mental Illness as per the Mental Healthcare Act, 2017.
- 1.3. Role and responsibilities of Mental Health Professionals.
- 1.4. Paradigms in Psychopathology: Biological, Psychological (Psychoanalytical, Behavioristic, Cognitive, Humanistic-Existential), Biopsychosocial (Diathesis-Stress Model), and Sociocultural.

2.0. DEVELOPMENTAL, COMMUNICATION, AND MOTOR DISORDERS [15]

- 2.1. Intellectual disabilities: Meaning, types, causes, treatments.
- 2.2. Autism and Autistic Spectrum Disorders: Features, causes and treatment
- 2.3. Specific Learning, Communication Disorders: Classifications, types etiology and treatment.
- 2.4. Motor Disorders: Developmental Coordination Disorder, Stereotypic Movement Disorder and Tic Disorders: Features, causes and treatment.

3.0. ANXIETY, OBSESSIVE-COMPULSIVE AND STRESS RELATED DISORDERS [15]

- 3.1. Separation Anxiety, Phobia, Panic Disorder, Generalized and Social Anxiety Disorders: Classifications, types, etiology and treatments.
- 3.2. Obsessive-Compulsive Disorders, Body Dysmorphic, Hoarding, Trichotillomania Disorders: Classification, etiology and treatment.
- 3.3. Stress Disorders: Reactive Attachment, Disinhibited Social Engagement Disorder, Diagnostic Criteria, etiology, treatment and interventions.
- 3.4. Traumatic Stress Disorders: Post-traumatic Stress Disorder (PTSD), Acute Stress, Adjustment Disorders; Diagnostic features, etiology and treatment.

4.0. DEPRESSIVE, SOMATIC SYMPTOMS, AND EATING DISORDERS [15]

- 4.1. Depressive Disorders: Major Depressive Disorder, Disruptive Mood Dysregulation Disorder, Persistent Depressive Disorder, Premenstrual Dysphoric Disorder. Symptoms, etiology and treatments.
- 4.2. Bipolar Disorders: Bipolar-I, and Bipolar-II, Cyclothymic and Dysthymic Disorders. Diagnostic criteria, causes and treatments. Suicide: Types, causes, and treatment.
- 4.3. Somatic Symptoms Disorder: Illness Anxiety Disorder, Conversion Disorder, Factitious Disorders; Classification, etiological factors and treatment.
- 4.4. Eating Disorders: Pica, Rumination Disorder, Anorexia Nervosa and Bulimia Nervosa/Binge-Eating/Purging Disorder. Diagnostic criteria, types, causes, and treatment.

Books for Reading:

1. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, (DSM-V) 5th Edition. Arlington, VA, American Psychiatric Association, 2013.
2. Andrew, M. (2011). Clinical psychology: Science, practice, and culture (2nd Edn). Sage Publication.
3. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal Psychology: current perspectives. 9th Edn. Tata McGraw-Hill: New Delhi, India.
4. Barlow, D.H. & Durand, V.M. (2005). Abnormal psychology (4th ed.). Pacific Grove: Books/Cole.
5. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.
6. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Edn. Pearson Education, India.
7. Comer, R.J. (2007). Abnormal psychology (6th ed.). New York: Worth Publishers.
8. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). Abnormal psychology. (9th ed.). New York: Wiley.
9. Fauman, M.A. (1996). Study guide to DSM-IV. Jaypee Brothers.
10. First, M.B. & Tasman, A. (2004). DSM-IV-TR mental disorders: Diagnosis, etiology, and treatment. New York: Wiley.
11. The Mental Health Care Act, 2017 (India).
12. Nevid, J. S, Rathus, S. A, & Greene, B, (2014). Abnormal Psychology (9th Eds). Pearson Education.
13. Nolen- Hoeksema, S. (2004). Abnormal Psychology 3rd Edn. McGraw Hill: New York, USA.
14. Oltmanns T. F., Emery R. E. (1995) "Abnormal Psychology" Prentice Hall.
15. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). Textbook of psychiatry. New York: Churchill Livingston.
16. Sarason, I.G, & Sarason, R.B. (2002). Abnormal psychology: The problem of maladaptive behavior (10th ed.). Delhi: Pearson Education.
17. Sue, D., Sue D. W. & Sue S. (2006) "Abnormal Behavior" (8th Edi) Houghton Mifflin Company.
18. World Health Organization (1992). The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines: Delhi: Oxford University Press.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP: 311- PSYCHODIAGNOSTICS
(Major Core Paper: Specialization)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint the students with:

1. Explore various Psychodiagnostics tools and procedures.
2. Understand the diagnostic interpretation of various Psychodiagnostics tools.
3. Assessment of basic screening tools while dealing with the clients in clinical field.

LEARNING OUTCOMES:

Students will be able to:

1. Apply an appropriate Psychodiagnostics methods as per the need analysis.
2. Use Psychodiagnostics skills in practical setting.
3. Applications and assessment of basic screening and diagnosis in the clinical field

1.0. PRIMARY PSYCHODIAGNOSTIC PROCEDURE [15]

- 1.1. Overview of DSM-5/ ICD 11, SCID- 5, WHODAS 2.0
- 1.2. Significance & Format of Case History & Mental Status Examination
- 1.3. Writing Clinical Report
- 1.4. Assessment: Family Conflict/ Environment, Care- giver Burden

2.0. CLINICAL PSYCHODIAGNOSIS [15]

- 2.1. Personality Inventories- MMPI-3, Millon Clinical Multiaxial Inventory-IV
- 2.2. Orientation to Depression & Mania Measures; Hamilton Depression Scale, Altman Self-Rating Mania Scale.
- 2.3. Positive and Negative Affect Schedule (PANAS), Suicide Intend Scale
- 2.4. Projective Techniques- Rorschach Ink- blot, TAT,

3.0. PSYCHODIAGNOSIS IN DEVELOPMENTAL AGE [15]

- 3.1. Infant Development Measures: Bayley Scales of Infant and Toddler Development, Gesell Developmental Schedule
- 3.2. Intellectual Disability Assessment Techniques: BKT/ Bhatia, WISC, Vineland SocialMaturity Scale
- 3.3. Assessment for Neurodevelopmental Disorders- Indian Scale for Assessment of Autism (ISAA), Childhood Autism Rating Scale (CARS 2), Adult ADHD Self- Report Scale (ASRS)
- 3.4. Learning Disability Assessment: Wide Range Achievement Test (WRAT5)/ NIMHANS Index for Specific Learning Disability

4.0. PSYCHODIAGNOSIS FOR COGNITIVE FUNCTIONING [15]

- 4.1. Dementia & Cognitive Impairment Assessment
- 4.2. Neuropsychological Assessment- BGNB, ACE III, NIMHANS Neuropsychology Battery
- 4.3. PGI Memory Scale, Wechsler Memory Scale
- 4.4. Cognitive Rehabilitation

Books for Readings:

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 Ed.). Pearson Education India.
3. Barlow, D.H. & Durand, V.M. (1999). Abnormal psychology (2nd Ed.). Pacific Grove: Books/Cole.
5. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). Abnormalpsychology. (9th Ed.). New York: Wiley.
6. Nolen- Hoeksema, S. (2004). Abnormal Psychology (3rd Ed.). McGraw Hill: New York, USA.
7. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). AbnormalPsychology: Current perspectives (9th Ed.). Tata McGraw-Hill: New Delhi.
8. Taylor, S. (2006). Health Psychology. ND: Tata McGraw-Hill.
9. Brannon, L. & Feist, J. (2007). Introduction to health psychology. Thomson Wadsworth: Singapore.
10. Anastasi, A., & Urbina, S. (2005). Psychological Testing. (7th Ed.). Pearson Education: India.
11. Wolman, B.B. (1975). Handbook of Clinical Psychology. New York: McGraw Hill.
12. Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). Clinical Psychology: Evolving Theory, Practice and Research. Prentice-Hall. Upper Saddle River, N.J.
13. Lezak, M.D. (1995). Neuropsychological assessment. Oxford University Press. New York.
14. Kapur, M. (1995). Mental health of Indian children. Sage Publication: New Delhi.
15. Kellerman, H. & Burry, A. (1981). Handbook of Diagnostic Testing: Personality Analysis and Report Writing. Grune & Stratton: New York.
16. Rychlak, F. (1973). Introduction to Personality and Psychopathology. Houghton Muffin: New York.
17. Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). Kaplan And Sadock's Synopsis of Psychiatry: Behavioral Sciences, Clinical Psychiatry (7th Ed.). B. I. Waverly Pvt. Ltd: New Delhi.
18. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014). Abnormal Psychology (15th Ed.) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP: 312-PRACTICUM (CLINICAL)
(Major Core Paper: Specialization)
(Credit-02)

Students should select at least 5 types of maladapted cases in consultation with the teacher, and prepare a detailed report of 3 cases. Students should present at least one case. The following stages should be followed (wherever applicable):

- a. Taking case history
- b. Psychodiagnostics assessment
- c. Validation in consultation with teachers
- d. Proposed therapy plan
- e. Writing session report of each case.
- f. Presentation of 1 case in classroom

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 4 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.

PRACTICUM ASSESSMENT (50 MARKS)

a) Continuous (Internal) Assessment and Distribution of Marks (25 Marks).

1. Overall presentation of one case report and viva (latest by five weeks from the commencement of the semester)-10 marks.
2. Practicum draft report- 10 marks.
3. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders. - 05 marks

b. Semester-End Examination (SEE)-25 Marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed by the Departmental Committee/ Savitribai Phule Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 2 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 Examiner only.
8. Remuneration for External Examination will be equally divided between the two examiners.

****Break –up of 25 marks for external examination will be as follows:***

1. Analysis of 1 hypothetical problem and its report (5 marks)- 30 minutes.
2. Overall presentation of one case report and viva -10 marks
3. Practicum report-10 marks

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP 320: PERSONNEL PSYCHOLOGY
(Major Core Paper: Specialization)
(Credits: 04)

LEARNING OBJECTIVES:

To acquaint students with:

1. The basic concepts in Personnel Psychology
2. The importance of job analysis and competency mapping in organization
3. The process of recruitment and selection
4. The performance of performance management

LEARNING OUTCOMES:

Students will be able to:

1. Apply theoretical concepts of personnel psychology to real-world organizational situations.
2. Conduct job analyses and develop competency frameworks for various positions within an organization.
3. Design and implement effective recruitment, selection processes and performance appraisal systems.
4. Understand the upcoming trends of recruitment and application of the same.

1.0. INTRODUCTION TO PERSONNEL PSYCHOLOGY [15]

- 1.1. Nature, scope and functions of personnel psychology
- 1.2. Utility theory and System view of personnel psychology
- 1.3. Personnel psychology: Current practices and emerging trends
- 1.4. Concepts of equal employment opportunity

2.0. JOB ANALYSIS, COMPETENCY MAPPING, AND EVALUATION [15]

- 2.1. Job Analysis: Meaning, purpose, importance and methods of job analysis.
- 2.2. Job evaluation
- 2.3. Competency Mapping Approach
- 2.4. Strategic Workforce Planning.

3. 0. RECRUITMENT, SELECTION AND COMPENSATION [15]

- 3.1. Recruitment Planning and Methods of recruitment
- 3.2. Selection Methods: Interview, psychological tests, references, bio-data, assessment Center. Role of artificial intelligence (AI) in workplace.
- 3.3. Managerial Selection: Criteria of managerial effectiveness and selection instruments (Personality and interest inventories), Evaluating selection procedure and techniques.
- 3.4. Maintenance of Human Resources: Incentive, Compensation plan, Benefits & Services.

4. 0. PERFORMANCE MANAGEMENT [15]

- 4.1. Performance Appraisal System: Purpose, Barriers to Implementation, Determining who should evaluate performance, Benefits and limitations.
- 4.2. Methods of Performance Appraisal: Objective and Subjective measures, Errors/ biases in rating.
- 4.3. Multi-rater /360 Degree Feedback: Objectives, Advantages and Prerequisites.
4. 4 Communicating Appraisal Results: The post-appraisal interview

Books for Reading

1. Aamodt, M. G. (2015). Industrial/organizational psychology: An applied approach. Cengage Learning.
2. Cascio, W. F., & Aguinis, H. (2018). Applied psychology in human resource management. Pearson.
3. Cascio, W.F. (2010). Managing human resources; Productivity, quality of work life profits. McGraw-Hill Education
4. DeCenzo, D. A. & Robbins, S. P. (2008). Personnel/ human resource management New Delhi: Prentice- Hall Pvt. Ltd.
5. DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). Fundamentals of human resource management. John Wiley & Sons.
6. Dessler, G. (2020). Human resource management. 16th ed. Pearson Education India.
7. Ivancevich, J.M. & Gluek, W.F. (1983). Foundation of personnel/human resource management. Plane Texas: U.S.A. Business Pub.Inc.
8. K. Ashwathapa (2013). Human resource management. (7th Ed.) New Delhi: McGraw-Hill Education
9. McCormic, E.J. & Ilgen, D. (1980). Industrial psychology (7th Ed). London: George Allen and Unwin
10. Miner, J.B. (1992). Industrial and organizational psychology. McGraw-Hill.
11. Noe, R.A., Hollenbeck, J.R., Gerhart, B., & Wright, P.M. (2021). Human resource management (12th Ed.). McGraw-Hill Education.
12. Pareek, U. and Rao, T.V. (2003). Designing and managing human resource systems. N.D.: Oxford & IBH.
13. Pattanayak, B. (2014) Human resource management. PHI Learning Private Limited, Delhi.
14. Sanghi, S. (2016). The handbook of competency mapping: understanding, designing and implementing competency models in organizations 3e. Sage Publication
15. Schultz, D. and Schultz, S.E. (2006). Psychology and work today. (8th Ed.). N.D.: Pearson Edu.
16. Truss, C., Mankin, D., & Kelliher, C. (2022). Strategic human resource management (2nd Ed.). Oxford University Press.
17. Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2021). Psychology and work: An introduction to industrial and organizational psychology. Routledge.
18. Wilton, N. (2022). An introduction to human resource management. Sage Publication

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP: 321-ORGANIZATIONAL BEHAVIOR: THEORIES AND PRACTICES
(Major Core Paper: Specialization)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint the students with:

1. The understanding the fundamentals and nature of Organizational Behaviour (OB)
2. Learning the different theories and important OB processes (Culture & Structure)
3. To know the leadership approaches of OD
4. To get the insight about organizational conflict and stress in OB

LEARNING OUTCOMES:

Students will be able to:

1. Describe nature and fundamentals of Organizational Behavior (OB)
2. Apply the theoretical applications in Organizational Behavior OB
3. Develop the intervention skills of resolving conflict and stress
4. Understand and use of employee counseling at organization.

1.0. FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR [15]

- 1.1. Meaning and Nature of Organizational Behaviour. Models of OB: Autocratic, Custodial, Supportive, Collegial and System.
- 1.2. Challenges and Opportunities for OB: Economy, Globalization (Sourcing) Diversity, Managing Skills, Innovation and Change, Work-life Balance, Ethical behavior. OB in India.
- 1.3. Organization Structure and Design: Work Specialization, Departmentalization, Span of Control, Centralization and Decentralization. Organizational Designs: Simple, Bureaucracy, Matrix, Vertical, Horizontal, Network Structure.
- 1.4. Organizational Culture: Characteristics, purpose, types, creating and transmitting positive and ethical culture. Dimensions of Culture; Hofstede, Trompenaars, & Pareek.

2.0. THEORIES OF MOTIVATION IN ORGANIZATION [15]

- 2.1. Basic Motivation Process and Content Theories: Maslow, Alderfer, Herzberg, and McClelland.
- 2.2. Process Theories: Expectancy (Vroom's, Porter and Lawler), Equity theory. Integrated Model of Motivation.
- 2.3. Contemporary Theories: Attribution Theory, Justice theory & Job-Characteristics Model.
- 2.4. Motivational Applications: Job Rotation, Job Enlargement, Job Enrichment. Work-Life Balance: Flexi-time, Job Sharing, Work from Home & Virtual Office.

3.0. LEADERSHIP AND EMPOWERMENT [15]

- 3.1. Behavioural approaches of leadership style.
- 3.2. Contingency theories of leadership: Fiedler's theory. Hersey & Blanchard Situational leadership. Vroom Yetton Theory, Path-Goal Theory.
- 3.3. Emerging theories of leadership: Transactional & Transformational Theory. Leader-Member Exchange, Charismatic, Substitute & Enhancer for leaderships.
- 3.4. Culture and Leadership

4.0. COMMUNICATION, CONFLICT AND STRESS [15]

- 4.1. Communication Process; Barriers of Effective communication; Goals of Organizational Communication; Communication Networks; Techniques for Improving communication skills.

- 4.2. Conflict: Meaning, Types, Levels, Causes, Interpersonal Conflict Direct and Indirect Conflict Management Approaches, and Conflict resolution stages.
- 4.3. Work Stress: Sources, Group and Individual Stressors; Physical, Psychological and Behavioral Problems of Stress; Individual and Organizational Stress & Conflict Coping Strategies.
- 4.4. Positive Organization: Psychological Capital (PsyCap), Employees health & counselling.

Books for Reading:

1. Newstrom, J.W. (2007) Organizational behaviour: Human behaviour at work N.D.: Tata McGraw-Hill.
2. Greenberg, J. and Baron R.A. (2005) Behaviour in organizations. N.D.: Pearson Edu.
3. Luthans, F. (2013) Organizational Behaviour: An Evidence-based Approach (12th Ed.) ND: McGraw-Hill Edu (India) Pvt. Ltd.
4. Ivancevich, J.M. Konsopaske R. & Matteson M.T. (2005) Organizational Behaviour and Management. New Delhi: Tata McGraw-Hill
5. Robbins, S.P., Judge T.A., & Sanghi, A. (2009) Organizational Behaviour N.D. Pearson Prentice Hall.
6. Muchinsky, P. (2001). Psychology Applied to Work (6th ed.). Wadsworth: New Delhi.
7. Sinha, J.B.P. (2008) Culture & Organization Behaviour. Sage Texts: New Delhi
8. Mullins, L.J. (2007). Management and Organizational Behaviour. (7th Ed.). N.D: Pearson Education.
9. Pareek, U. and Rao, T.V. (2003). Designing and Managing Human Resource System. N.D: Oxford & IBH.
10. Hersey, P.& Blanchard, K.H. (1982). Management of Organizational Behaviour Utilizing Human Resources (4th ed.). Prentice-Hall.
11. Robbins, S. (2001). Organization behaviour. (9th ed.). Prentice Hall of India. New Delhi. India.
12. Rao, V.S.P. and Narayana, P.S. (1995). Organizational Theory and Behaviour (2nd Ed.) Konark Pub. Pvt.Ltd.: New Delhi:
13. McShane, S.L. and Von Glinow, M.A. (2000). Organizational Behavior: Emerging Realities for the Workplace Revolution. Tata McGraw-Hill: New Delhi
14. Sushma Khanna (2011) Udai Pareek's Understanding Organizational Behaviour (3rd ed.). Oxford University Press.
15. Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2002). Organizational Behavior (7th Ed.). Wiley & Sons: USA.
16. Northouse, P. G. (2016). Leadership: Theory and Practice. Sage Publications.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP: 322-PRACTICUM (INDUSTRIAL)
(Major Core Paper: Specialization)

(Credits-02)

Students should select at least 5 types of exercises, e.g. Job analysis, performance appraisal, competency mapping, group testing, test validation, construction of psychometric test, interview of entrepreneurs, personality profile, organizational structure, etc., in consultation with the teacher, and prepare detailed report of the cases.

Students should present two cases/exercises as part of continuous assessment. 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, 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

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 4 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.

PRACTICUM ASSESSMENT (50 MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks (25 Marks)

1. Presentation of one exercise and viva (latest by five weeks from the commencement of the semester)-10 marks.
2. Practicum draft report of 3 cases /exercises and viva (latest by ten weeks from the commencement of the semester)-10 marks.
3. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of exercises- 5 marks

b. Semester End Examination (SEE)-25 marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed by Departmental Committee /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 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 Examiner only.
8. Remuneration for External Examination will be equally divided between the two examiners

***Division of 25 marks for external examination will be as follows:**

1. Analysis of 1 hypothetical problems (5 marks)- 30 minutes.
2. Viva -10 marks
3. Exercises reports-10 marks.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP 330: COUNSELLING PROCESS
(Major Core Paper: Specialization)
(Credits-04)

LEARNING OBJECTIVES:

To acquaint students with:

1. The nature and process of counselling.
2. Different stages of counseling
3. Ethical issues and professional standards in counselling.
4. Understand counselling theories and techniques to case studies and role-plays.

LEARNING OUTCOMES:

Students will be able to

1. Articulate key counselling theories and their applications.
2. Demonstrate effective counselling skills in simulated sessions.
3. Critically analyse ethical dilemmas in counselling scenarios.
4. Integrate theoretical knowledge with practical skills in counselling practice.

1.0. NATURE AND GOALS OF COUNSELLING [15]

- 1.1 Definition and Goals of Counselling
- 1.2 Training, Job Setting and Activities of Counsellor
- 1.3 Communication and Counselling- Issues in communication, Aims and objectives of record keeping, File composition
- 1.4 Ethical Principles of Counselling.

2.0. STAGES OF COUNSELLING PROCESS [15]

- 2.1 Building the Counselling Relationship
- 2.2 Working in Counselling Relationship
- 2.3 Closing of Counselling Relationship
- 2.4 The Core Conditions of Counselling

3.0. NON-STANDARDISED ASSESSMENTS IN COUNSELLING [15]

- 3.1 Observations & Rating Scales
- 3.2 Anecdotal Reports & Autobiography
- 3.3 Structural interview and Intake interviews
- 3.4 Questionnaire and Group Counselling

4.0. STANDARDISED ASSESSMENTS IN COUNSELLING [15]

- 4.1 Intelligence & Achievement Tests.
- 4.2 Interest Test & Aptitude Tests.
- 4.3 Personality Tests
- 4.4 Diagnostic Tests

Books for Readings:

1. Cohen, R.J., Swerdlik, M.E. (2005). Psychological Testing and Assessment (6th Ed.). Delhi: Tata McGraw-Hill.
2. Dalai Lama, His Holiness the & Cutler, S.C. (1998). The Art of Happiness: The Handbook for Living. Sidney: Hodder.
3. Feltham, C. & Horton, I.E. (ed) (2006). The Sage Handbook of Counselling and Psychotherapy (2nd ed.). London: Sage Publication.
4. Gelso, C.J., Fretz, B.R. (1995) Counselling Psychology. Bangalore: Prism books Pvt.Ltd
5. Gibson, R.L., Mitchell, M.H. (2005). Introduction to Counselling and Guidance (6th Ed.). Delhi: Pearson education Pvt.Ltd.
6. Gladding S.T (2009) Counselling (6th Ed). Pearson Education.
7. Gladding S.T. (2014) Counselling: A Comprehensive Profession (7th Ed.). Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.
8. Gregory, R.J. (2005). Psychological Testing (4th Ed.). Delhi: Pearson education Pvt.Ltd.
9. Nelson R. Jones (2000). Introduction to Counselling Skills, Text and Activities. London: Sage Publication.
10. Patterson, L.E., Welfel, E.R. (2000). The counselling process (5th Ed.). Belmont: Woodsworth/Thomson Learning.
11. Rao, S.N. (2006). Counselling and Guidance (2nd Ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP 331: COUNSELLING SKILLS AND CAREER COUNSELLING
(Major Core Paper: Specialization)
(Credits-04)

LEARNING OBJECTIVES:

To acquaint students with:

1. To acquaint the students with the various micro (mind)counselling skills; along with the basics of communication skills.
2. To make the students understand macro (broad) counselling skills along with them functionality during a counselling process.
3. To educate the students with the peculiarities of career counselling.

LEARNING OUTCOMES:

Students will be able to:

1. The students will be able to successfully apply various counselling skills in professional settings.
2. The students will be able to lead the counselling process well in professional settings.
3. To be able to conduct career counselling with appropriate need analysis.

1.0. MICRO SKILLS IN COUNSELLING [15]

- 1.1. Helpers and Counselling Skills
- 1.2. Creating Your Mind (Mind Skills), Creating Self- Talk, Creating Visual Images, Creating Rules, Creating Perceptions, Creating Explanations, Creating Expectations.
- 1.3. Creating Your Communication and Feelings. Verbal, Vocal & Bodily communication
- 1.4. The Counsellor- Counselee Relationship

2.0. MACRO (BROAD) SKILLS IN COUNSELLING [15]

- 2.1. Listening Skills: Active listening, showing that you are listening; Questioning Skills: Types & Areas of Questions.
- 2.2. Paraphrasing Skills: Reflecting-feeling skills, Listening mistakes; Summarizing Skills
- 2.3. Challenging Skills, Feedback skills, Disclosing Skills.
- 2.4. Monitoring Skills: Referral skills, Identifying unhelpful thinking.

3.0. THEORIES OF CAREER COUNSELLING [15]

- 3.1. Stages in Career Counselling: Self-discovery, Understanding the nature of work, Career alternatives
- 3.2. Career Counselling and the Development of Human Potential
- 3.3. Holland's Theory of Vocational Personality and Work Environment.
- 3.4. Super's Development-Self Concept Approach

4.0. CURRENT TRENDS IN CAREER COUNSELLING [15]

- 4.1. Career counselling in educational settings
- 4.2. Career counselling in non-school settings
- 4.3. Career planning and decision making in individual counselling
- 4.4 Career planning and decision making in group counselling

Books for Reading:

1. Nelson, R., Jones (2000). Introduction to Counselling Skills, Text and Activities. London: Sage Publication.
2. Berk, L.E. (2003). Child development (6th Ed.). Delhi: Prentice Hall of India.
3. Mash, E.J., Wolfe, D.A. (1999). Abnormal Child Psychology. Belmont: Brooks/Cole/Wadsworth.
4. Papalia D.E., Olds, S.W., Feldman, R.D. (2004). Human Development (9th Ed.). Delhi: Tata McGraw-Hill.
5. Gelso, C.J., Fretz, B.R. (1995). Counselling Psychology. Bangalore: Prism Books Pvt.Ltd.
6. Gibson, R.L., Mitchell, M.H. (2003). Introduction to Counselling and Guidance (6th Ed.). Delhi: Pearson Education.
7. Arulmani, G, Arulmani, S. (2004). Career counselling: A handbook. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
8. Rao, S.N. (2006). Counselling and guidance (2nd Ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
9. Ferthan, C., Horton, I. (ed.) (2006). The sage handbook of counselling and psychotherapy (2nd Ed.). London: Sage publications.
10. Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions (4th Ed.). Pearson Education: India.
11. Corey, G. (2008). Theory and Practice of Group Counseling. Thomson Brooks/Cole: Belmont CA.
12. Kottler J.A and Shepard D.S (2008) Counselling Theory and Practices. Engage Learning India Pvt. Ltd. New Delhi.
13. Chaturvedi R. (2007) Career Guidance and Counselling. Crescent Publishing Corporation. New Delhi.
14. Kinara A.K (2008) Guidance and counselling. Person Education.
15. Kapur, Malvika (2011). Counselling Children with Psychological Problems (1st) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.
16. Gladding S.T. (2014) Counselling: A Comprehensive Profession (7thEd) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP 332: PRACTICUM (COUNSELLING)
(Major Core Paper: Specialization)
(Credits: 02)

Students should select at least **5 types of individual cases**, e.g. career selection, interpersonal problems, personal problems, marital problems, etc., and **2 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 the 3 individual cases and 2 group exercises**.

Cases should be from three age groups, namely childhood (3 cases), youth (1 case), and old-age (1 case).

Report of the same 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 / behavioral assessment based on primary identification of problem.
4. Diagnosis of the problem
5. Prognosis
6. Proposed Counselling Session plan

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 4 lecture periods.
4. Each student should select clients from hospitals / clinics / rehabilitation centres / 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.

PRACTICUM ASSESSMENT (50 MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks Total Marks- 25 Marks

1. Presentation of one case & one group exercise; along with viva-10 marks.
2. Submission of the hard copy of the Practicum Report-10 marks.
3. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of problems- 05 marks

b) End of Semester Examination (ESE)-25 Marks

1. External Examination will be conducted by two examiners, one internal and one external, appointed by the Departmental Committee/ Savitribai Phule Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 3 hours.
4. Hypothetical problems will be prepared by 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 oral presentation of cases and exercises before the external examiner.
7. Assessment of analyses of hypothetical case analyses will be done by External Examiner only.
8. Remuneration for External Examination will be equally divided between the two examiners.

- **Break –up of 25 marks for external examination will be as follows:**

1. Analysis of 1 hypothetical problem (30 Min)- 10 marks
2. Viva -10 marks
3. Practicum Reports-05 marks

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP: 340- RESEARCH PROJECT: PROPOSAL & PLANNING
(Major Core Paper: Specialization)
(Credits: 04)

GENERAL INSTRUCTIONS:

1. Each batch of research 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 respective specialization area in consultation with the teacher concerned.
5. Research Project Proposal Report should be submitted as per the latest APA format.
6. Eligibility for the said course's examination is subject to certification by the teacher-in-charge and HoD.

RESEARCH PROPOSAL ASSESSMENT– 100 MARKS

There will be 50 marks for continuous (Internal) assessment and 50 marks for End of Semester Examination (ESE).

a. Continuous (Internal) Assessment of Research Project Proposal- (50-Marks)

1. **Term Paper 1- (10-Marks)**
Introduction, Definitions of main concepts, Rationale, Significance of the topic Selected.
2. **Term Paper 2- (10 Marks)**
Review of literature.
3. **Term Paper 3- (15 Marks)**
Method- Operational Definitions, Sample, Tools Selected/ Prepared, Procedure, Research Design, Proposed Statistical Analysis.
4. **Presentation of project report in the classroom (15 Marks)**
(Expert teacher appointed by HOD will give marks to each student).

b. Semester-End Examination (SEE)-50 marks

(1) Evaluation of Proposal Report-20 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- 05
2. Review work- 05
3. Method- 05
4. Overall Quality of the report- 05

(2) Presentation & Viva-voce –30marks

1. Presentation -15 marks
2. Viva-voce-15 marks

Note:

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee 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. 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.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP: 350-POSITIVE PSYCHOLOGY
(Major Elective Paper)
(Credits: 04)

LEARNING OBJECTIVES:

To acquaint students with:

1. The foundational principles of positive psychology.
2. The theories of positive psychology.
3. The empirical research supporting positive psychology interventions.
4. The critical evaluation and applications of positive psychology in various contexts.

LEARNING OUTCOMES:

Students will be able to:

1. Demonstrate knowledge of key concepts and theories in positive psychology.
2. Analyse empirical research in the field of positive psychology.
3. Implement positive psychology interventions to enhance well-being.
4. Evaluate the impact of positive psychology interventions in diverse settings

1.0. INTRODUCTION TO POSITIVE PSYCHOLOGY (15)

- 1.1. Definition and nature of positive psychology
- 1.2 History, assumptions & goals of positive psychology
- 1.3 Theories of Positive Psychology -PERMA Model, Self-Determination theory, Broaden-and-Build theory, Authentic Happiness, etc
- 1.4 The future of positive psychology

2.0. POSITIVE EMOTIONS AND HAPPINESS (15)

- 2.1 Nature and functions of positive emotion
- 2.2 Science of Happiness- hedonic & eudemonic
- 2.3 Self efficacy, Hope and optimism
- 2.4 Mindfulness and flow

3.0. CHARACTER STRENGTHS, RESILIENCE & RELATIONSHIP (15)

- 3.1 Classifications & measures of strengths
- 3.2 Virtues- wisdom & courage.
- 3.3 Resilience and coping with adversity
- 3.4 Attachment, love & flourishing relationship

4.0. POSITIVE INTERVENTIONS AND APPLICATIONS (15)

- 4.1 Positive psychology interventions (PPIs)
- 4.2 Positive schooling
- 4.3 The psychology of gainful employment
- 4.4 Building better communities

Books for Readings:

1. Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology. Pearson Education.
2. Carr, A. (2007). Positive Psychology: The Science of Human Happiness and Human Strengths. Routledge, Taylor and Francis Group-London.
3. Csikszentmihalyi, M. (1990). Flow: The Psychology of Optimal Experience. Harper Perennial.

4. Diener, E., & Biswas-Diener, R. (2008). *Happiness: Unpacking the Black Box*. John Wiley & Sons.
5. Frankl, V. E. (2000). *Man's Search for Ultimate Meaning*. Basic Books.
6. Fredrickson, B. L. (2009). *Positivity: Ground Breaking Research Reveals the Power of Positive Emotions to Heal, Build, And Thrive*. HarperCollins.
7. Garcia, H., & Miralles, F. (2017). *IKIGAI: The Japanese Secret to A Long and Happy Life*. Hutchinson London.
8. Keyes, C. L. M. (2002). The Empirical Definition and Operationalization of Flourishing. *Social Psychological Bulletin*, 28 (12), 1279-1294.
9. Lopez, S. J., & Snyder, C. R. (2009). *The Oxford Handbook of Positive Psychology* (2nd ed.). Oxford University Press.
10. Peterson, C., & Seligman, M. E. P. (2004). *Character Strengths and Virtues: A Classification and Assessment*. Oxford University Press.
11. Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. *American Psychologist*, 55 (1), 5-14.
12. Seligman, M. E. P., Rashid, T., & Parks, J. (2006). Positive Psychology Prospective: Empirical Validation of Interventions. *American Psychologist*, 61 (4), 410.
13. Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60 (5), 410.
14. Snyder, C. R., & Lopez, S. J. (2007). *Positive Psychology: The Science of Strengths*. Oxford University Press.
15. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publications India Pvt Ltd.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-III
EP: 351-ADVANCED SOCIAL PSYCHOLOGY
(Major Elective Paper)
(Credits: 04)

LEARNING OBJECTIVES:

To acquaint students with:

1. To understand the principles of social psychology.
2. To acquire the knowledge regarding the theories of social psychology.
3. To evaluate research methods and findings in social psychology.
4. To apply social psychological concepts to real-world situations and personal experiences.

LEARNING OUTCOMES:

Students will be able to:

1. Demonstrate knowledge of key concepts and theories in social psychology.
2. Analyse the role of social influences on behavior and attitudes.
3. Apply social psychological principles to various social and personal context.
4. Use the theoretical knowledge in research of social psychology.

1.0. BASICS OF SOCIAL PSYCHOLOGY (15)

- 1.1. Definition, nature, scope and social psychology as a science
- 1.2 Indigenization of social Psychology
- 1.3 Research methods & ethical issues in social psychology
- 1.4 Current trends in social psychology

2.0. INTRAPERSONAL PROCESSES (15)

- 2.1. Social cognition - schemas, heuristics & biases, Affect and Cognition
- 2.2 Social perception - attribution theories & errors
- 2.3 Attitude- formation & consistency
- 2.4 Beliefs and Believing

3.0. INTERPERSONAL PROCESSES (15)

- 3.1. Attraction and close relationships
- 3.2 Prosocial behaviors.
- 3.3 Aggression and antisocial behavior
- 3.4 Locus of control

4.0. GROUP DYNAMICS (15)

- 4.1. Group dynamics - Social facilitation, social loafing, and groupthink.
- 4.2 Conformity and Compliance
- 4.3 Stereotyping, prejudice, and discrimination
- 4.4 Power & leadership

Books of Readings:

1. Andreyeva, Galina (1990) Social Psychology. Progress Publication: Moscow
2. Aronson, E., Wilson, T. D., & Akert, R. M. (2019). Social Psychology (10th Ed.). Pearson.
3. Baron, R. A. and Byrne, D. (1997). Social Psychology, (8th Ed.). Boston, MA: Allyn and Bacon
4. Baron, R. A., Branscombe, N. R., & Byrne, D. (2019). Social Psychology (14th Ed.). Pearson.
5. Baumeister, R. F., & Bushman, B. (2017). Social psychology and human nature (4th ed.). Cengage.
6. Delamater, J. (2003) Handbook of Social Psychology. New York: Kluswer Academic.
7. Hewstone, M., Stroebe, W., & Jonas, K. (2015). An Introduction to Social Psychology (6th Ed.). Wiley-Blackwell.
8. Hogg, A.M. (2003) Social Psychology, Vol. I-IV. London: Sage.
9. Myers, D. G., & Twenge, J. M. (2019). Social Psychology (13th Ed.). McGraw-Hill Education.
10. Stangor, C. (2014). Principles of Social Psychology. Flat World Knowledge.
11. Tajfel, H. and Israel J. (1972) The Context of Social Psychology. Academic Press: London and New York.

**SYLLABUS FOR
M. A. PSYCHOLOGY**

**(PART-II: SEM-III & IV)
University Department**

(For Regular & Self-Supporting Courses)

	SEMESTER-IV MAJOR CORE COURSES	
EP: 401	Emotion and Motivation: Concepts and Theories	4
EP: 410	Psychopathology-II: Schizophrenic and Other Disorders	4
EP: 411	Psychotherapies in Clinical Settings	4
EP: 420	Human Resource Management: Psychological Perspectives	4
EP: 421	Organizational Development: Approaches and Interventions	4
EP: 430	Areas of Counselling	4
EP: 431	Therapeutic Techniques in Counselling	4
EP: 440	Research Dissertation	6
	Major Elective Courses (any one)	
EP: 450	Health Psychology	4
EP: 451	Psychology of Aging	4
	Total Number of Credits	22

The major core papers are compulsory and from elective courses anyone have to be selected. From three specialization any one should select.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-IV
EP: 401- EMOTION AND MOTIVATION: CONCEPTS & THEORIES
(Major Mandatory)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint the students with:

1. To understand the basic principles of emotion and motivation.
2. To clarify the concepts involved in emotion and motivation thoroughly.
3. To provide comprehensive overview of the major theories of emotion and motivation.
4. To create awareness about the role of biological factors in emotion and motivation.

LEARNING OUTCOMES:

Students will be able to:

1. Understand the pivotal role of emotion and motivation in human life.
2. Acquire understanding of important theories of emotion and motivation.
3. Apply the theories in different setting.
4. Use the theoretical knowledge in research.

1.0. FOUNDATIONS OF EMOTION

[15]

- 1.1. Concept and Components of Emotion
- 1.2. Emotion and Culture - Etic and Emic Approaches
- 1.3. Biological Bases of Emotions – ANS, Endocrine System, Immune System,
- 1.4. Cerebral Lateralization of Cognition and Emotion

2.0. THEORIES OF EMOTION

[15]

- 2.1. Classical Theories: James-Lange, Cannon-Bard
- 2.2. Modern Theories: Schachter-Singer, Lazarus
- 2.3. Negative Emotions: Etiology and Correlates
- 2.4. Positive Emotions and related Interventions

3.0. FOUNDATIONS OF MOTIVATION

[15]

- 3.1. Concepts and Components of Motivation
- 3.2. Approaches to the study: Physiological, Ethological, Cognitive, Socio-cultural, Developmental- Interactionalistic
- 3.3. Mechanism of Hunger, Thirst, Sleep and Sex
- 3.4. Aggression and Social Attachment

4.0. THEORIES AND APPLICATIONS OF MOTIVATION

[15]

- 4.1. Alderfer's ERG Theory, McClelland's Theory of Needs
- 4.2. Skinner's Reinforcement Theory, Bandura's Self- Efficacy Theory
- 4.3. Applications of Motivation: Industrial & Clinical Settings
- 4.4. Applications of Motivation: Public Health & Educational Settings

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 Eds.) Wiley: India.
4. Carlson, N. R. (2007). *Foundations of Physiological Psychology*. N.D.: Pearson Edu.
5. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
6. Kalat, J. W. (2000). *Biological Psychology*. Wadsworth, Inc.
7. Misra, G. (ed) (1999). *Psychological Perspectives on Stress and Health*. ND: Concept.
8. Frager, R. & Fadiman, J. (2007). *Personality and Personal Growth*. (6th Eds.) Pearson Prentice Hall, India.
9. Pestonjee, D.M., Pareek, U. & Agrawal, R. (Eds) (1999). *Studies in Stress and its Management*. ND: Oxford & IBH.
10. Borod, J. (2000). *The Neuropsychology of Emotions*. Oxford: Oxford University Press.
11. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
12. Kalat, J. W. (2000). *Biological Psychology*. Wadsworth, Inc.
13. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
14. Kaplan, H.B. (1996), *Psychological stress from the perspective of self-theory*. In: H.B. Kaplan (Ed) *Psychological stress*. N.Y. Academic Press:
15. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
16. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons.
17. Ekman, P. & Davidson, R.J. (1995). *The Nature of Emotion: Fundamental questions*. NY: Oxford University Press.
18. Taylor, S. (1999). *Health psychology*. ND: McGraw-Hill.
19. Aamodt, M. G. (2010) *Industrial/organizational psychology: An applied approach* (6th Ed.). U.S.A.: Wadsworth Cengage Learning.
20. Snyder, C. R., & Lopez, S. J. (Eds.) (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.
21. Snyder, C. R., & Lopez, S. J. (2007). *Positive Psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage Publications India Pvt. Ltd.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-IV
EP: 410: PSYCHOPATHOLOGY-II: SCHIZOPHRENIA AND OTHER DISORDERS.
(Major Mandatory: Specialization)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint the students with:

1. The DSM-IV and ICD-11 classification of psychosis and related disorders.
2. The meaning and classification of psychosis, sexual, and sleep disorders.
3. Understanding of the personality and neurocognitive disorders.
4. The treatments, interventions and preventive measures.

LEARNING OUTCOMES:

Students will be able to:

1. Describe the meaning and classification of mental disorders
2. Analyze the differences between psychosis and other mental disorders
3. Apply the knowledge in dealing with patients
4. Develop the practical and scientific understanding of treatment in practical world.

1.0. SCHIZOPHRENIA RELATED, DISSOCIATIVE AND EXTERNALIZED DISORDERS [15]

- 1.1. Schizophrenia: Definition, phases, symptoms, etiology and treatments
- 1.2. Schizophrenia Spectrum Disorders: Brief Psychotic, Schizotypal, Schizophreniform, Schizoaffective, and Delusional Disorders.
- 1.3. Dissociative Disorders: Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, and Depersonalization; Features, etiology and treatments.
- 1.4. Attention Deficit-Hyperactivity Disorder, Oppositional Defiant, Impulse-Control, Disruptive, and Conduct Disorders; Etiology, treatments and interventions.

2.0. SEXUAL DISORDERS, AND SLEEP-WAKE DISORDERS [15]

- 2.1. Sexual Cycle & Sexual Dysfunctions Disorders: Diagnosis, causes and treatments
- 2.2. Paraphilic Disorders and Gender Dysphoria: Types, etiology, and treatments
- 2.3. Sleep-Wake Disorders: Insomnia, Hypersomnolence, Narcolepsy, and Breathing-Related Sleep Disorders. Diagnosis, etiology and treatments and intervention.
- 2.4. Parasomnias: Non-REM Sleep Arousal Disorders, Nightmare, Sleep-waking, Sleep Terror, REM-Sleep Behavior Disorder, Restless Legs Syndrome. DSM-Classification, etiology & treatments.

3.0. PERSONALITY DISORDERS [15]

- 3.1. Definition and Characteristics of General Personality Disorder.
- 3.2. Cluster-A Personality Disorders: Diagnostic features, types, causes and treatment.
- 3.3. Cluster-B Personality Disorders: Diagnostic features, types, causes and treatment
- 3.4. Cluster-C Personality Disorders: Diagnostic features, types, causes and treatment

4.0. SUBSTANCE-RELATED AND NEUROCOGNITIVE DISORDERS. [15]

- 4.1. Substance-Related & Substance-Induced Disorders: Alcohol-Related & Cannabis-Related Disorders: Diagnosis, types, causes and treatments
- 4.2. Hallucinogen-Related & Inhalant-Related Disorders. Features, causes and treatment
- 4.3. Opioid-Related & Sedative-Hypnotic or Anxiolytic-Related Disorders: Diagnostic features, types, causes and treatments.

4.4. Delirium, Dementia-Alzheimer, Lewy-Bodies Disease, Vascular, Traumatic Brain Injury, Parkinson's and Huntington Disease: Diagnostic criteria, types, causes, and treatments.

Books for Reading

1. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, DSM-5, 5th Edition. Arlington, VA, American Psychiatric Association, 2013.
2. Andrew, M. (2011). Clinical psychology: Science, practice, and culture (2nd Edn). Sage Publication.
3. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal Psychology: current perspectives. 9th Edn. Tata McGraw-Hill: New Delhi, India.
4. Barlow, D.H. & Durand, V.M. (2005). Abnormal psychology (4th ed.). Pacific Grove: Books/Cole.
5. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.
6. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Edn. Pearson Education, India.
7. Nevid, J. S, Rathus, S. A, & Greene, B, (2014). Abnormal Psychology (9th Eds). Pearson Education.
8. Sue, D., Sue D. W. & Sue S. (2006) "Abnormal Behavior" (8th Edi) Houghton Mifflin Company.
9. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). Textbook of psychiatry. New York: Churchill Livingston.
10. Sarason, I.G, & Sarason, R.B. (2002). Abnormal psychology: The problem of maladaptive behavior (10th ed.). Delhi: Pearson Education.
11. World Health Organization (2019). The ICD-11. International Classification of Diseases (11th Revision) The Global Standard for Diagnostic Health Information. WHO-2024.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-IV
EP: 411: PSYCHOTHERAPIES IN CLINICAL SETTING
(Major Mandatory: Specialization)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint students with:

1. The various psychotherapies and basic procedures involved of therapies.
2. To orient with respective different psychotherapeutic skills.
3. To explain various psychotherapeutic forms on the background of clinical case studies.

LEARNING OUTCOMES:

Students will be able to:

1. Understand the effectiveness of specific form of psychotherapies in solution to particular problem.
2. Able to plan and implement interventions with the help of psychotherapies in clinical setting.
3. Implement the basic therapies in practical setup.

1.0. PSYCHOTHERAPIES: INTRODUCTION [15]

- 1.1. Psychotherapies: Definitions, Nature
- 1.2. Psychotherapeutic Modalities
- 1.3. Basic Skills in Psychotherapy
- 1.4. Ethical Considerations in Psychotherapy

2.0. PSYCHOANALYTIC & PSYCHODYNAMIC THERAPIES [15]

- 2.1. Classical Psychoanalysis
- 2.2. Psychodynamic Therapies
- 2.3. Transactional Analysis
- 2.4. Narrative Therapy

3.0. COGNITIVE BEHAVIOUR THERAPIES [15]

- 3.1. Behavior Therapy: Assumptions, Various Forms
- 3.2. Roger's Person-Centered Therapy Beck's Cognitive Therapy
- 3.3. CBTs: REBT, Mindfulness Based Therapies
- 3.4. Gestalt Therapy

4.0. CONTEMPORARY THERAPIES [15]

- 4.1. Lazarus Multimodal Therapy
- 4.2. Eastern Therapies: Vipassana, Zen-Buddhism, Yoga Therapy
- 4.3. Expressive Arts Therapies
- 4.4. Family Therapy

Books for Reading:

1. Ajay, S. (1989). Psychotherapy: East and West. Hinsdale, Penn: Himalayan International Inst.
2. Beck, A.T. (1976). Cognitive therapy and behavior disorders.
3. Brown, C & August-Scott, T (2007) "Narrative Therapy". Sage Publications.
4. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.). Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.
5. Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: Theories and Interventions 4thEdn. Pearson Education: India.
6. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole.
7. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
8. Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood Cliffs, N.J.: Prentice-Hall.
9. Nelson R. , Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication.
10. Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism Books.
11. Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: A Transtheoretical Analysis. (6th Eds.) Thomson Brooks/Cole: Belmont, CA: USA
12. Rama, S. & Ballentine, R. & Ajaya, S. (1976). Yoga and psychotherapy. Hinsdale, PA: Himalayan International Inst.
13. Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
14. Stewart, I. (2000). Transactional analysis counseling in action. London: Sage.
15. Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. New Delhi: Sage.
16. Watts, A. W. (1973). Psychotherapy: East and West. London: Penguin books.
17. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.
18. Veereshwar, P. (2002). Indian systems of psychotherapy. Delhi: Kalpaz publications

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-IV
EP: EP 420: HUMAN RESOURCE MANAGEMENT: PSYCHOLOGICAL PERSPECTIVES
(Major Mandatory: Specialization)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint students with:

1. The nature, scope, and context of HRM,
2. Significance and methods of training and development,
3. Industrial relations and strategic HR.
4. Research understanding in HRM.

LEARNING OUTCOMES:

Students will be able to:

1. Explain the nature, scope, and context of Human Resource Management (HRM).
2. Evaluate the significance of training and development in organizations.
3. Develop and apply various methods of employee training and development.
4. Analyze the dynamics of industrial relations & Strategic HR

1.0. INTRODUCTION TO HUMAN RESOURCE MANAGEMENT [15]

- 1.1. Nature, Scope and context of HRM
- 1.2. Models of HRM: Fombrun, Harvard, Guest, Warwick and Ulrich
- 1.3. HR Challenges and emerging trends in Global and Indian Scenario
- 1.4. Applications of AI in HRM: Opportunities and challenges

2.0. DEVELOPMENT OF HUMAN RESOURCE [15]

- 2.1. Training: Assessing training needs, development and evaluation of training programmes
- 2.2. Training Methods: E-learning, on-the-job, & off-the-job training methods.
- 2.3. Career development and planning, succession planning.
- 2.4. Buying, borrowing and building talent

3.0. IMPLEMENTING HR [15]

- 3.1. Job Attitudes at work: Job satisfaction, Organizational Citizenship Behavior, & Employee Engagement.
- 3.2. Ethical Issues in HRM
- 3.3. Knowledge Management and HR: Meaning and need, knowledge management process, Knowledge management deficits
- 3.4. Human Resource Information System (HRIS): Uses, major function, steps in implementing HRIS, evaluation of HRIS.

4.0. INDUSTRIAL RELATIONS & STRATEGIC HR [15]

- 4.1. Industrial Relations & Collective bargaining
- 4.2. Trade unions & resolving disputes
- 4.3. Labour Laws: Nature and key principles, Importance in the workplace, Government of India's role, Major labour laws and recent reforms.
- 4.4. Strategic HR & HR Scorecard

Books for Reading:

1. Aamodt, M.G. (2015). Industrial/organizational psychology: an applied approach (8th Ed.). Cengage Learning.
2. Cascio, W.F. & Aguinis, H. (2018). Applied psychology in human resource management (8th Ed.). Pearson.
3. Cascio, W.F. (2010). Managing human resources; Productivity, quality of work life, profits. McGraw-Hill Education.
4. DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). Fundamentals of human resource management. John Wiley & Sons.
5. Dessler, G. (2020). Human resource management, 16th ed. Pearson Education.
6. Eubanks, B. (2022). Artificial intelligence for HR: Use AI to support and develop a successful workforce. Kogan Page Publishers.
7. Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). Organizational behaviour and management. Delhi: Tata Mc-Graw Hill.
8. K. Ashwathapa (2013). Human resource management. 7th edition, New Delhi: McGraw-Hill Education
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. (2014) Human resource management. PHI Learning Private Limited, Delhi.
11. Rao T.V. (1999). HR Audit: Evaluating the human resource functions for business improvement. N.D. Response Books [A Division of SAGE Pub.]
12. Robbins, S. P., & Judge, T. A. (2012). Organizational behavior 15th edition. Prentice Hall.
13. Schultz, D. and Schultz, S. E. (2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.
14. Sharma, A. & Khandekar, A. (2006). Strategic human resource management. An Indian Perspective. New Delhi: Response Books, A Division of Sage Publications.
15. Strohmeier, S. (Ed.). (2022). Handbook of research on artificial intelligence in human resource management. Edward Elgar Publishing.
16. Subba, R. P. (2009). Personnel and human resource management: text & cases. Mumbai: Himalaya Publishing House
17. Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2021). Psychology and work: An introduction to industrial and organizational psychology. Routledge.
18. Wilton, N. (2022). An introduction to human resource management. Sage Publication

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-IV
EP: 421-ORGANIZATIONAL DEVELOPMENT: APPROACHES AND INTERVENTIONS
(Major Mandatory: Specialization)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint the students with:

1. The meaning and models of organizational development
2. Organizational changes and its impact on individual employees
3. The knowledge of OD interventions and practical implementation.
4. Importance of different OD interventions at work place.

LEARNING OUTCOMES:

Students will be able to:

1. Describe the meaning and nature of organizational development.
2. Understand OD approaches and theories of change at work.
3. Apply the knowledge of interventions at work place
4. Develop the skill of training and interventions at organization.

1.0.INTRODUCTION, APPROACHES OF OD AND THEORIES OF CHANGE [15]

- 1.1. Meaning, Objectives and Characteristics of OD, Values, Assumptions, Beliefs of OD and Its Implications. Organization Development in India: Present and Future.
- 1.2. Approaches to OD: Laboratory training; Survey Research & Feedback; Action Research; Socio-technical and Socio-clinical Approaches.
- 1.3. Organizational Change: Meaning, Forces of Change, Resistance to Change and overcoming of resistance to change.
- 1.4. Models of Organizational Change: System Theory; Lewin's Three-Steps Model; The Nadler-Tushman Congruence Model; Burke-Litwin Model; Porras & Robinson; Normative-Re-educative Strategy.

2.0.PROCESS OF OD DIAGNOSIS, CONSULTANCY [15]

- 2.1. OD Diagnosis and Program Management: Diagnosis of system and process, Six-Box model. Phases of OD program, A model for Managing Change.
- 2.2. OD Consultancy: Definition, Advantages & Disadvantages on Internal and External Consultancy. Ethical Issues of Consultancy. Skills and Competencies of OD Consultant
- 2.3. Models of OD consultancy: Expert Model; Doctor-Patient Model; Mechanical Model. Stages of OD Consultancy.
- 2.4. OD Interventions for Indian organizations. OD's challenges in global environment.

3.0.OD INTERVENTIONS AND TYPES OF INTERVENTIONS [15]

- 3.1. OD Interventions: Definition, guidelines and types of OD. Reasons and consequences of fail interventions, and selection of right interventions strategies.
- 3.2. Team building Intervention: Definition, characteristics of effective team. Formal group team building meeting. Process consultation interventions; goals and types of process consultation.
- 3.3. Techniques and exercises of team building; Role Analysis Technique, Interdependency Exercise, Role Negotiation Technique, Appreciations and Concerns Exercise.
- 3.4. Structural Interventions: Sociotechnical Systems. Self-Managed Teams. MBO and Appraisal, Quality Circles, Total Quality Management; Reengineering.

4.0. TEAM BUILDING INTERVENTIONS FOR COMMUNICATION AND INTERACTION

- 4.1. Intergroup Team-Building. Third-Party Peacemaking Interventions; Walton's approach, Organization Mirror Interventions, Partnering.
- 4.2. Comprehensive Interventions: Future search conferences, Confrontation Meeting, Strategic Management Activities. Survey Feedback.
- 4.3. Dimensions and Phases of Grid OD Program. Transorganizational Development.
- 4.4. Training and Techniques of OD: Behavioral modeling. Coaching & Mentoring: Characteristics of best coaches, Trends in organizational coaching. Mentoring: strategies for mentoring relationships.

Books for Reading:

1. French, W.L. & Bell, C.H. (1999). Organizational Development: Behavioral Science Interventions for Organization Improvement (6th eds.). N.D.: Prentice-Hall.
2. Ramanarayan, S., Rao T.V. & Singh K. (1988) Organizational Development: Interventions and Strategies (2007 reprint) Sage Publications New Delhi.
3. French, W.L. and Bell, C.H.: & Zawacki, R.A. (2006) Organizational development and transformation: Managing effective Change (6th Ed.). Tata McGraw Hill: Delhi.
4. Donald L. Anderson (2017). Organizational Development: The Process of Leading Organizational Change (4th Ed.). Sage Publications.
5. Joseph. G. Anjivelil (2020). Organization Development's Crossroads in India: Challenges of Education, Theory and Practice. National HRD Network Journal, 13 (3), 269-281.
6. Schultz, D. and Schultz, S. E. (2006). Psychology and Work Today (8th Eds.), N.D: Pearson Edu.
7. Kondalkar, V. G. (2009). Organizational Development. New Age International (P) Ltd. Publisher.
8. McGill, M. E. (1997). Organizational Development for Operating Managers. New York: (AMA-OH) A division of American Management Association.
9. Cascio, W.F. (2006). Managing Human Resources: Productivity, Quality of Work Life, Profits (7th. Ed.) N.D.: Tata Mc-Graw-Hill
10. McShane, S.L. & Von Glinow, M.A. (2000). Organizational Behaviour: Emerging realities for the workplace revolution. New Delhi: Tata McGraw-Hill.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-IV
EP: 430: AREAS OF COUNSELLING
(Major Mandatory: Specialization)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint the student with:

1. Different areas of counseling
2. Childhood issues and need for counselling in childhood
3. Acquaint with areas of personal counselling
4. Special areas of counselling

LEARNING OUTCOMES:

The student will be able to:

1. Demonstrate understanding of need for counselling in various areas
2. Synthesize information from various elements to understand and deal with specific problems
3. Develop technique and implication of applied counselling skills in areas of practice.
4. Use the counselling knowledge in the areas of research and interventions.

1.0. HELPING CHILDREN AND ADOLESCENTS [15]

- 1.1. Emotionally Disturbed Children; characteristics, assessment, measures and treatment.
- 1.2. Counselling for Neurodevelopmental Disorders
- 1.3. Counselling at different Stages of School
- 1.4. Counselling for Low Self- esteem, Self- harm and School bullying, Addiction

2.0. FAMILY COUNSELLING [15]

- 2.1. Premarital Counselling: Nature, Important factors in selecting a mate, Counselling methods and Principles.
- 2.2. Marital Counselling: Factors Related to Good Marital Adjustment
- 2.3. Couple and Family Counselling: Family and Family Life Cycle, Key assumptions and concepts (Systems Theory), Couple and family Counselling Process
- 2.4. Gender- based Counselling.

3.0. COUNSELLING FOR SPECIFIC PROBLEMS [15]

- 3.1. Counselling for Specific Problems: HIV/AIDS: Orientation, Pre-test and Post- test Counselling. Cancer: Diagnosis, Pre-test and Post- test Counselling
- 3.2. Counselling for Specific Problems: P.T.S.D: Effect of Trauma and interventions Counselling for psychosomatic problems.
- 3.3. Handling suicides and Para suicides: Nature, Definition and types, Sociological and Psychological Explanation, Suicide Potentiality and Presentation.
- 3.4. Counselling and Sexual Orientation.

4.0. SPECIAL AREAS OF COUNSELLING [15]

- 4.1. Counselling at Workplace: Nature and Skills.
- 4.2. Occupational Stress and Counselling: Meaning and Types, Causes- Extra-organizational Stressors, Organizational stressors, Group Stressors, Individual Stressors; Coping strategies for occupational stress.
- 4.3. Geriatric Counselling: Old age, Needs of the Aged, Counselling the Aged.
- 4.4. Counselling - Sports Anxiety: Definition, Anxiety and Personality, Effect of anxiety on performance, types of Sports anxiety, Coping Strategies.

Books for Reading:

1. Gelso, C. J., & Williams, E. N. (2022). Counseling psychology. American Psychological Association (APA).
2. Gladding S.T. (2014) Counselling: A Comprehensive Profession (7th Ed) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.
3. Feltham, C., & Horton, I.E. (ed) (2006). The Sage handbook of Counselling and Psychotherapy (2nd ed.). London: Sage Publication.
4. Gibson, R.L., Mitchell, M.H. (2005). Introduction to counselling and guidance (6th ed.). Delhi: Pearson education Pvt.Ltd.
5. Gelso, C. J., Fretz, B.R. (1995). Counselling psychology. Bangalore: Prism books Pvt.Ltd
6. Gregory, R.J. (2005). Psychological Testing (4th ed.). Delhi: Pearson education Pvt.Ltd.
7. Rao, S.N. (2006). Counselling and guidance (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
8. Patterson, L.E., Welfel E.R. (2000). The counselling process (5th ed.). Belmont: Woodsworth/Thomson Learning.
9. Nelson R. Jones (2000). Introduction to counselling skills: Text and activities. London: Sage Publication.
10. Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th ed.). Delhi: Tata McGraw-Hill.
11. Dalai Lama, His Holiness the & Cutler, S.C. (1998). The art of happiness: The handbook for living. Sidney: Hodder.
12. Mangal S.K (2007) Educating Exceptional Children; An Introduction to Special Education. Prentice –Hall of India Pvt. Ltd. New Delhi.
13. Deshpande C.G. (1999) Suicide and Attempted Suicide. Uma Publications, Pune.
14. Kumar U. and Mandal M.K. (2010). Suicidal Behaviour: Assessment of People- at-Risk. Sage Publication.
15. Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND: McGraw-Hill Edu (India) Pvt. Ltd.
16. Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). Organizational behaviour. N.D.: Pearson Prentice Hall.
17. Weiten, W. and Lloyd, M. India Edition 8th (2007). Psychology applied to modern life: Adjustment in the 21st century. Thomson.
18. Deshpande C.G. and et. al. (2010) Samupadeshan: Shasrtiya Prakriya va upayojan. Unmesh Prakashan Pune.
19. Kapur Malvika (2011) Counselling Children with Psychological Problems (1st) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-IV
EP: 431-THERAPEUTIC TECHNIQUES IN COUNSELLING
(Major Mandatory: Specialization)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint the student with:

1. Understanding of psychotherapies used in counselling.
1. Therapeutic Relationship in Counselling Setting.
2. Various Psychotherapies and its basic Procedures.
3. Effectiveness of specific psychotherapeutic technique in solution of particular problem.

LEARNING OUTCOMES:

The student will be able to:

1. Exhibit knowledge of psychotherapy theories that serve as a base of counselling thought
2. Identify the techniques to practice in the therapy encounter and how those techniques should be implemented with a variety of disorders and psychosocial issues
3. Develop skills of eclectic therapeutic plans.
4. Apply the therapies in different types of counseling.

1.0. INTRODUCTION TO PSYCHOTHERAPIES AND THERAPEUTIC RELATIONSHIP [15]

- 1.1. Psychotherapies: Definition, Nature
- 1.2. Therapeutic Relationships: Definition, Components
- 1.3. Psychotherapeutic Modalities
- 1.4. Ethical Considerations in Psychotherapies

2.0. PSYCHODYNAMIC THERAPIES [15]

- 2.1. Classical Psychoanalysis and Common elements among Psychoanalytic Approaches
- 2.2. Psychodynamic Therapies
- 2.3. Transactional Analysis
- 2.4. Play Therapy

3.0. COGNITIVE BEHAVIOUR THERAPIES [15]

- 3.1. Behaviour Therapy: Assumptions, Various forms
- 3.2. Cognitive Behaviour Therapy, REBT, Mindfulness Based Therapies
- 3.3. Aaron Beck's Cognitive Therapy
- 3.4. Logotherapy

4.0. HUMANISTIC- EXPERIENTIAL AND ECLECTIC THERAPIES [15]

- 4.1. Carl Rogers' Person- Centered Therapy
- 4.2. Reality Therapy
- 4.3. Emotion- Focused Therapy, Lazarus Multimodal Therapy
- 4.4. Yoga Therapy, Expressive Arts Therapy, Family Therapy

Books for Reading:

1. Gelso, C. J., & Williams, E. N. (2022). Counseling psychology. American Psychological Association (APA).
2. Feltham, C., & Horton, I.E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy* (2nd ed.). London: Sage Publication.
3. Gelso, C. J., Fretz, B.R. (1995). *Counselling psychology*. Banglore: Prism books Pvt.Ltd
4. Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India.
5. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA
6. Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA: USA.
7. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
8. Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. New Delhi: Sage.
9. Stewart, I. (2000). Transactional analysis counseling in action. London: Sage.
10. Beck, A.T. (1976). Cognitive therapy and behavior disorders.
11. Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
12. Watts, A. W. (1973). Psychotherapy: East and West. London: Penguin books.
13. Rama, S. & Ballentine, R. & Ajaya, S. (1976). Yoga and psychotherapy. Hinsdale, PA: Himalayan International Inst.
14. Ajay, S. (1989). Psychotherapy: East and West. Hinsdale, Penn.: Himalayan International Inst.
15. Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood. Cliffs, N.J.: Prentice-Hall.
16. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.
17. Veereshwar, P. (2002). Indian systems of psychotherapy. Delhi: Kalpaz publications.
18. Brown, C & August-Scott, T (2007) "Narrative Therapy". Sage Publications.
19. Nelson R., Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-IV
EP: 440-RESEARCH DISSERTATION
(Major Mandatory)
(Credits-6)

GENERAL INSTRUCTIONS:

1. Each batch of research dissertation 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 12 lecture periods.
4. Students should continue to carry out the research dissertation based on the approved research proposal (in the Semester III); pertinent to their respective specialization area and in consultation with the teacher concerned.
5. Sample size must be minimum 30 (in each group; in case of comparative study).
6. Research Dissertation Report should be submitted as per the latest APA format.
7. Eligibility for the said course's examination is subject to certification by the teacher-in-charge and HoD.

Research Dissertation Assessment– 150 Marks

There will be 75 marks for continuous (internal) assessment and 75 marks for End of Semester Examination (ESE).

Continuous (Internal) Assessment of Research Dissertation (75-Marks)

1. Data Collection- 15 Marks
2. Data Analysis- 10 Marks
3. Results & Discussion- 15 Marks
4. Presentation of Dissertation & Viva in the classroom -25 Marks
5. Overall Impression (Sincerity, Diligence, Follow-up- 10 Marks
(Expert teacher appointed by HOD will give marks to each student).

Semester-End Examination (SEE)-75 marks

a. Evaluation of Dissertation Report- 35 Marks

Division of marks for project report will be as follows and will be on the relevance and appropriateness of research topic.

1. Problem selected, its rationale and significance- 05
2. Review work- 05
3. Method- 05
4. Results- 05
5. Discussion- 05
6. Conclusion, Implications- 05
7. Overall Quality of the report- 05

b. Presentation & Viva-voce – 40 Marks

1. Presentation -15 marks
2. Viva-voce-25 marks (15-Marks, Actual Dissertation and 10 Marks & Research orientation and applied sense of knowledge gained)

Note:

1. External Examination will be conducted by two examiners, one internal and one external, appointed by the Departmental Committee/ 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. 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.

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-IV
EP: 450- HEALTH PSYCHOLOGY
(Major Elective)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint students with:

1. The theoretical foundations of health psychology.
2. The role of psychological factors in health, illness, and healthcare.
3. The understanding of health promotions and interventions.
4. Application of psychological principles to promote health and manage illness.

LEARNING OUTCOMES:

Students will be able to:

1. Demonstrate knowledge of key concepts and theories in health psychology.
2. Critically assess the psychological factors that influence health and illness.
3. Acquire the theoretical knowledge as interventions in chronic health problems.
4. Apply research methods to investigate health psychology phenomena.

1.0. INTRODUCTION TO HEALTH PSYCHOLOGY [15]

- 1.1. Definition, Scope, and Importance of Health Psychology
- 1.2. Biopsychosocial Model & Biomedical Model
- 1.3. Psychology's Role in Health - Problems in the Health Care System, 'The Person' in Health and Illness, How the Role of Psychology Emerged
- 1.4. Application: The Need of Health Psychology- Changing Patterns of Illness, Expanded Health Care Services, Increased Medical Acceptance

2.0. PSYCHOLOGICAL FACTORS IN HEALTH AND ILLNESS [15]

- 2.1 Stress: Theories and Measurements
- 2.2. Coping Mechanisms and Health Outcomes
- 2.3. Patient Provider relationship and Communication
- 2.4. Psychoneuroimmunology: Interactions between Psychological Processes & the Immune System

3.0. HEALTH BEHAVIOR CHANGE AND PROMOTION [15]

- 3.1. Theories of Health Behavior Change: Health Belief Model, Theory of Planned Behavior, and Transtheoretical Model
- 3.2. Health Promotion and Disease Prevention Programs
- 3.3. Risk Behaviors and Health: Smoking, Alcohol, and Substance Abuse
- 3.4. Interventions to Promote Healthy Lifestyles: Diet, Exercise, Sleep, Rest, Vaccination and Screening, Accident prevention

4.0. CHRONIC ILLNESS AND PSYCHOLOGICAL INTERVENTIONS [15]

- 4.1. Psychological Impact of Chronic Illness: Cancer, Diabetes, and Cardiovascular Diseases
- 4.2. Pain Management and Psychological Approaches
- 4.3. Developmental, Gender, and Sociocultural Factors in Health-Development and Health, Gender and Health, Sociocultural Factors and Health
- 4.4. Health Promotions

Books for Readings:

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2019). *Health Psychology* (10th ed.). John Wiley & Sons.
2. Biddle, S. H., & Fox, C. R. (2004). *The Psychology of Physical Activity* (4th ed.). Routledge.
3. Brannon, L., & Feist, J. (2017). *Health Psychology: An Introduction to Behavior and Health* (9th ed.). Cengage Learning.
4. Goldberger, L. F. (Ed.). (2012). *The Oxford Handbook of Stress, Health, and Coping*. Oxford University Press.
5. Greenberg, D. S., Caliares, R. F., Hyman, S. M., & Murphy, S. L. P. (2019). *Behavioral Medicine: Integrating Physical and Behavioral Science* (7th ed.). Wolters Kluwer.
6. Hogg, M. (Ed.). (2013). *The Handbook of Health Psychology* (4th ed.). Oxford University Press.
7. Marks, D. F., & Murray, M. (2013). *Positive Health Psychology* (2nd ed.). Open University Press.
8. McEwen, B. S. (2017). *Stress and Health* (8th ed.). Psychology Press.
9. Ogden, J. (2017). *Health psychology: A textbook* (4th ed.). McGraw Hill Education.
10. Sarafino, E. P., & Smith, T. W. (2020). *Health Psychology: Biopsychosocial Interactions* (10th ed.). Wiley.
11. Schneiderman, N., Spielberger, C. D., & Strelau, J. (Eds.). (2025). *APA Handbook of Health Psychology*. American Psychological Association.
12. Straub, R. O. (2019). *Health Psychology: A Biopsychosocial Approach* (5th ed.). Worth Publishers.
13. Taylor, S. E. (2011). *The Social Psychology of Health: Outcomes and Interventions* (2nd ed.). Psychology Press.
14. Taylor, S. E. (2018). *Health Psychology* (10th ed.). McGraw-Hill Education.
15. Waitz, J. P., & Lloyd, S. M. (2016). *An Introduction to Health Psychology* (8th ed.). John Wiley & Sons.
16. Weiten, W. and Lloyd, M. (2007). *Psychology applied to modern life: Adjustment in the 21st century*, Indian Edition 8th. Thomson

DEPARTMENT OF PSYCHOLOGY
S. P. PUNE UNIVERSITY, PUNE
SEMESTER-IV
EP:451-PSYCHOLOGY OF AGING
(Major Elective)
(Credits-4)

LEARNING OBJECTIVES:

To acquaint the students with:

1. To clarify the concepts involved in aging
2. To provide detail theories of aging
3. To develop insight into the developmental changes in aging
4. To learn theoretical and empirical findings in aging.

LEARNING OUTCOMES:

Students will be able to:

1. Understand the process of aging
2. Apprehend the biological and social influence in aging
3. Analyse the behavioral and psychological functions of aging
4. Promote the health interventions and research of aging.

1.0. INTRODUCTION OF AGING [15]

- 1.1. Concept of Geropsychology, characteristics and developmental changes in aging.
- 1.2. Theories of Aging: Biological, Psychological, and Sociocultural.
- 1.3. Age-Related Issues: Motor, memory, language, & emotions.
- 1.4. Indian Perspective of Aging

2.0. PERSONALITY, STRESS ANF COPING IN AGING [15]

- 2.1. Personality and Successful Aging
- 2.2. Selection, Optimization and Compensation Model of Successful Aging.
- 2.3. Stress & Aging: Dimensions of stressful events in aging.
- 2.4. Coping & Aging: Religious and spiritual coping, types of coping, external resources coping; social support, family support.

3.0. AGING AND HEALTH [15]

- 3.1. Physical health and aging; Health risk behavior and aging.
- 3.2. Disorders of Aging: Anxiety, Depression, Substance abuse, and psychotic disorders in elderly.
- 3.3. Disorders of Cognition in Aging: Delirium and Dementia; symptoms and etiology.
- 3.4. Issues Affecting the Mental of the Elderly.

4.0. SOCIOENVIRONMENTAL AND WELLNESS IN OLD AGE [15]

- 4.1. Social & Family Networks: Social support, Spouse, Children
- 4.1. Institutional and Non-Institutional Living; Nursing homes, old-age homes, special apartments.
- 4.3. State and Public Policies: Social assistance, social insurance, pension, health and medical care support.
- 4.4. Health Promoting Activities: Managing stress, exercise, yoga, meditation & mental health interventions.

Books for Readings:

1. Birren, J. E. and Schaie, K. W. (2001). Handbook of the Psychology of Aging (5th Eds.). Academic Press: London.
2. Comer, R. J. (2007). Abnormal Psychology, (6th Eds.). Worth Publishers.
3. Elizabeth, B. Hurlock (1981). Developmental Psychology: A Life-Span Approach. (5 Eds). Tata McGraw-Hill: Delhi.
4. Eyetsemitan, F. E., and Gire, J. T. (2003). Aging and Adult Development in the Developing World: Applying Western Theories and Concepts. Library of Congress.
5. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Pearson.
6. Johnson, M., & Walker, J. (2016). Spiritual Dimensions of Aging, (Ed.), Cambridge University Press: UK.
7. Schulz, R. (2006). The Encyclopaedia of Aging: A Comprehensive Resource in Gerontology and Geriatrics, (4th Eds.). Springer Publishing Company, Inc.
8. Taylor, S. E. (1999). Health Psychology, (4th Eds.). McGraw-Hill International (Ed.) Psychology Series.
