



# **SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE**

(Formerly University of Pune)

**M.A. Syllabus – Semester III and IV**

(Credit and Semester System)

## **Clinical Psychology**

(To be implemented from the Academic Year, 2020-2021)

## MA-II Year (Semester III and IV) From 2020-21

Semester		Clinical Psychology		Industrial Psychology	
III	<b>Core subject</b>	<b>Counselling Process and Skills</b>		<b>Core Subject</b>	<b>Counselling Process and Skills</b>
		Psychopathology-1			Personnel Psychology
		Psycho-diagnostics			Organizational Behavior
		Project- Clinical Base			Project – Industrial Base
IV	<b>Core subject</b>	<b>Areas of Counselling</b>		<b>Core subject</b>	<b>Areas of Counselling</b>
		Psychopathology-2			Human Resource Management
		Psychotherapies			Organisational Development
		Practicum- Clinical Base			Practicum – Industrial Base

## **Semester-III: Core Paper-1: COUNSELLING PROCESS AND SKILLS**

---

At the conclusion of this course, students will be able to:

- understand the nature of the counselling process
- know the groundwork for understanding the use of basic and specialized counselling skills
- engage with different models of counselling skills

### **Course Contents:**

#### **Unit 1. Counselling: Nature and goals**

- 1.1. Defining counselling, stages of counselling process, role of counsellors
- 1.2. Approaches to counselling and helping, the helping relationship, the helping process
- 1.3. Development of counsellor –counselee relationship, counselling goal setting process
- 1.4. Counselling in India

#### **Unit 2. Basic Counselling Skills**

- 2.1. Building relationship, core conditions, in-depth exploration
- 2.2. Nature and importance generic skills of Counselling, Micro and macro skills of Counselling
- 2.3. Inside and outside skills of counselling, Self-monitoring skills as a counsellor
- 2.4. An Indigenous Model of Counselling

#### **Unit 3. Specific Counselling Skills**

- 3.1. Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving
- 3.2. Interviewing skills, listening, asking questions, monitoring
- 3.3. Training clients in relaxation
- 3.4. Improving client's self-talk and self-perceptions, terminating helping

#### **Unit 4. Models of Counselling Skills**

- 4.1. Nature and importance of counselling skills and working alliance
- 4.2. Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of counselling training
- 4.3. Indian models of Counselling: the role of detachment and self-surrender
- 4.4. Modern trends in counselling

**Readings:**

Berman, Pearl and Shopland Susan (2005). Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building. Lawrence Erlbaum

Chen, Mei-whei and Giblin, Nan J. (2018). Individual Counselling and Therapy: Skills and Techniques (3rd Edn). Taylor and Francis

Dryden, Windy; Feltham, Colin (2006). Brief Counselling : A Practical Integrative Approach (2nd Edn). Open University Press

Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy(4th Edn). Sage Publications.

Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7<sup>th</sup> Edn.). Pearson

Gladding, S. T. (2018). Counselling: A Comprehensive profession (9<sup>th</sup> Edn). Pearson

Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.

Palmer Stephen and Bor Robert (2008). The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists. Sage

Patterson, L.E. and Welfel, E. R. (2000). The Counselling Process (5<sup>th</sup> Edn). Wadsworth

Rao, S. N. (2006). Counselling and Guidance (2<sup>nd</sup> Edn). Tata McGraw Hill

Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.

Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata McGraw Hill Education Private Limited.

=====

## **Semester-III: Paper-2: PSYCHOPATHOLOGY-1**

---

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

- 1: Know the etiology of mental disorder
- 2: Identify the classification of the symptoms of mental disorder
- 3: Understand the causes, criteria of abnormal behaviour

### **Course content:**

#### **UNIT-1: Psychopathology: An Overview**

- 1.1. What do we mean by abnormality- Indicators
- 1.2. Definition of mental disorder
- 1.3. Historical and contemporary views
- 1.4. Diagnosing Psychological Disorders: DSM-5 and ICD-11

#### **UNIT-2: Panic, Anxiety, Obsessions Disorders**

- 2.1. Panic disorder, phobia- causes, symptoms and treatment
- 2.2. Anxiety disorders - causes, symptoms and treatment
- 2.3. Obsessive-compulsive and related disorders
- 2.4. DSM-5: Criteria for Panic, Anxiety, Obsessions Disorders

#### **UNIT-3: Mood Disorders And Suicide**

- 3.1. Mood disorders- structure and types, depression, mania- causes, treatment
- 3.2. Depressive Disorders- causes, symptoms and treatment
- 3.3. Suicide- types, causes, symptoms and treatment
- 3.4. DSM-5 criteria for depressive disorders

#### **UNIT-4: Eating Disorders and Substance Related Disorders**

- 4.1. Anorexia Nervosa, Bulimia Nervosa- causes, symptoms and treatment
- 4.2. Obesity- Risk and Causal factors
- 4.3. Alcohol related disorders, Drug abuse- Treatment
- 4.4. DSM-5 criteria for eating disorders and alcohol use disorders

**Readings:**

Barlow, David H.; Durand, Mark V.; Hofmann, Stefan G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Edn). Cengage Learning

Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17<sup>th</sup> Edn.). Pearson

Comer, Ronald J; Comer, Jonathan S. (2018). *Abnormal Psychology* (10th edn). Worth Publishers

Dozois, David J. A. (2019). *Abnormal Psychology: P E R S P E C T I V E S* (6th Edn). Pearson

DSM-5 (2013) *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> Edn). American Psychiatric Association

Hooley, Jill M.; Butcher, James N.; Nock, Matthew K.; Mineka Susan (2017). *Abnormal Psychology* (17th Edn). Pearson

ICD-11 (2018). *New International Classification of Diseases (ICD-11)*. The World Health Organization (WHO). Geneva

Kearney, Christopher A.; Trull, Timothy J. (2018). *Abnormal Psychology & Life: A Dimensional Approach* (3rd Edn). Cengage Learning

Morrison, James (2014). *DSM-5® Made Easy: The Clinician's Guide to Diagnosis*. THE GUILFORD PRESS

Nevid, Jeffrey S.; Rathus Spence A.; Greene Beverly (2018). *Abnormal Psychology: In a Changing World* (10<sup>th</sup> edn). Pearson

Nolen-Hoeksema, Susan (2013). *Abnormal Psychology* (6th Edn). McGraw-Hill

Sadak, B. J.; Sadok V. A.; Ruiz Petro (2015). *KAPLAN & SADOCK'S Synopsis Of Psychiatry: Behavioural Sciences/Clinical Psychiatry* (11th Edn). Wolters Kluwer

Sue David, Sue Derald Wing, Sue Diane, Sue Stanley (2016). *Understanding Abnormal Behavior* (11<sup>th</sup> Edn). Wadsworth Publishing

=====

## **Semester-III: Paper-3: Psycho-diagnostics**

---

After completion of this course the students will be able:

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

### **Course content:**

#### **Unit 1: Basics of Psychodiagnostics in Psychological Setting**

- 1.1 Basic principles of psychodiagnostics
- 1.2 Difference between psychometrics and psychodiagnostics and its relationship with treatment
- 1.3 Data gathering, clinical judgment and data synthesis
- 1.4 Assessment: Principles and techniques, explaining assessment results

#### **Unit 2: Use of various tests in different setting**

- 2.1 Contexts of different setting: General medical setting, psychiatric, educational, & legal setting
- 2.2 Intellectual functioning: Wechsler Adult Intelligence Scale-III, Stanford-Binet (4th ed.) Kaufman Assessment Battery for Children, Million Adolescent Personality Inventory or Personality Inventory for Children, Beck Depression Inventory, Wechsler Memory Scale-III,
- 2.3 Emotional functioning and level of psychopathology: General patterns and severity Symptom Checklist 90-Revised, Brief Symptom Inventory, Vineland Adaptive Behaviour Scale, AAMD Adaptive Behaviour Scale
- 2.4 Career Assessment Inventory, Kuder Occupational Interest Survey, Dyadic Adjustment Scale, Family Environment Scale, Taylor Johnson Temperament Analysis

#### **Unit 3 Psychological testing in clinical and severe disorders**

- 3.1 Mental Status Examination: Mini-Mental Status Examination (MMSE) & Cognitive Functioning & its criteria: Structured Clinical Interview for DSM 5, Diagnostic Interview Schedule, Structured Interview for DSM 5 Personality Disorders, Diagnostic Interview for Children and Adolescents
- 3.2 Content of thought Processes: Thematic Apperception Test & Children's Apperception, Test & Sentence completion tests

3.3 Personality & other clinical measures: MMPI- I, 2, & RF, NEO-PI-R, Million Clinical Multi-axial Inventory-III, Hamilton Rating Scale for Depression & State-Trait Anxiety Inventory, STAXI - 2

3.4 California Verbal Learning Test, Bender Visual Motor Gestalt Test, Draw a person Intellectual ability test for children

#### **Unit 4: Clinical Report**

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

4.2 Clinical analysis questionnaire, IPDE

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

4.4 Behavioural assessment: Cognitive behavioural assessment, psychophysiological assessment (GSR, EEG, Biofeedback)

#### **Readings:**

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

Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17<sup>th</sup> Edn.). Pearson

Ettinger, Alan B.; Weisbrot, Deborah M.; Gallimore, Casey E. (2019). *Synopsis of Neurology, Psychiatry, and Related Systemic Disorders*. Cambridge University Press

Gary Groth- Marnat (2003). *Handbook of Psychological Assessment*, 4<sup>th</sup> edition: John Wiley & Sons, Inc.

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

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.

Kapur, M. (1995). *Mental health of Indian children*. Sage.

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

Lezak, M.D. (1995). *Neuropsychological assessment*. Oxford University Press.

Rychlak, F. (1973). *Introduction to personality and psychopathology*. Houghton Mifflin.

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

Wolberg Lewis R., *The technique of Psychotherapy* 4<sup>th</sup> edition : International Psychotherapy Institute E-Books, [www.freepsychotherapybooks.org](http://www.freepsychotherapybooks.org)

Wolman, B.B. (1975) . *Handbook of clinical psychology*. McGraw-Hill.

=====

## **Semester-III: Paper-4: Project**

=====

### **GENERAL INSTRUCTIONS:**

1. Each batch of project should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Students should select a problem pertinent to their specialization area in consultation with concerned faculty.
4. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
5. Project report should be written in APA format followed with plagiarism's guidelines provided by SPPU.
6. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

### **PREREQUISITES:**

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

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

### **DISSERTATION FORMAT:**

- Title Page
- Abstract
- Introduction (Contains brief introduction of constructs, Rationale and Significance of study, Problem Statement, literature review, concluded with Objectives and Hypotheses-if applicable. In a qualitative study there is no hypothesis testing. It is an exploratory study)
- Method: (Participants, Tools, Design, Procedure.)
- Results
- Discussion
- References
- Appendix

## **DISSERTATION SUBMISSION**

- The student will submit a bound hard copy of the dissertation to the Department by the end of the semester, along with a soft copy on a CD/DVD/Pen drive.
- The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper. The APA style shall be followed for the writing of dissertation.

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

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

## **PROJECT ASSESSMENT– 100 MARKS**

1. Project assessment will be based on presentation of the project before the internal and external examiners.
2. There will be 50 marks for continuous (internal) assessment and 50 marks for End of Semester Examination (ESE).

### **a) Continuous (Internal) Assessment of project-50 marks**

1. **Term Paper 1:** Introduction, Definitions of main concepts, rationale, and significance of the topic of research project -15 marks
2. **Term Paper 2:** Review of literature-15 marks
3. **Presentation of project report** in the classroom -20 marks  
(Expert teacher appointed by HOD will give marks to each student)

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

**b (1) Evaluation of Project Report-30 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-5
2. Review work-10
3. Method -05
4. Interpretation, discussion & implications-5
5. Overall quality of the report-5

**b (2) Presentation & Viva-voce –20marks**

1. Presentation -10 marks
2. Viva-voce-10 marks

**Note :**

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of Savitribai Phule Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Marks for Project Report, 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.
6. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.



**Appendix 'B'**

**Certificate of the Guide**

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

Date:

(Supervisor/ Research Guide)

**Appendix 'C'**

**Declaration by the Candidate**

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

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

Date :

Signature of the Candidate

=====

# **SEMESTER-IV**

## **Semester-IV: Core Paper-1: Areas of Counselling**

---

At the conclusion of this course, students will be able to:

- know the application of counselling at educational and career setting
- understand the counselling at workplace setting
- engage with the counselling at clinical setting
- study the counselling in special situations

### **Course Contents:**

#### **Unit-1: Counselling in the Educational Setting and Career Counselling**

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

#### **Unit-2: Counselling at Workplace Settings**

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

#### **Unit-3: Counselling in clinical settings**

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

#### **Unit-4: Counselling in Special Situations**

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

**Readings:**

Berman, Pearl and Shopland Susan (2005). Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building. Lawrence Erlbaum

Chen, Mei-whei and Giblin, Nan J. (2018). Individual Counselling and Therapy: Skills and Techniques (3rd Edn). Taylor and Francis

Dryden, Windy; Feltham, Colin (2006). Brief Counselling : A Practical Integrative Approach (2nd Edn). Open University Press

Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy(4th Edn). Sage Publications.

Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7<sup>th</sup> Edn.). Pearson

Gladding, S. T. (2018). Counselling: A Comprehensive profession (9<sup>th</sup> Edn). Pearson

Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.

Palmer Stephen and Bor Robert (2008). The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists. Sage

Patterson, L.E. and Welfel, E. R. (2000). The Counselling Process (5<sup>th</sup> Edn). Wadsworth

Rao, S. N. (2006). Counselling and Guidance (2<sup>nd</sup> Edn). Tata McGraw Hill

Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.

Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata McGraw Hill Education Private Limited.

=====

## **Semester-IV: Paper-2: PSYCHOPATHOLOGY-2**

---

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

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

### **Course contents:**

#### **Unit-1: Personality Disorders**

- 1.1. Cluster-A- Characterised by odd and eccentric behaviours
- 1.2. Cluster-B- Characterised by dramatic, emotional and erratic behaviors
- 1.3. Cluster-C- Characterised by anxious or fearful behaviours
- 1.4. DSM-5 Personality assessment

#### **Unit-2: Sexual Dysfunctions, Gender Dysphoria, Paraphilic Disorders**

- 2.1. Sexual Dysfunctions- Causes, symptoms and treatment
- 2.2. Gender Dysphoria - Causes, symptoms and treatment
- 2.3. Paraphilia- Causes, symptoms and treatment
- 2.4. DSM-5 criteria for different sexual dysfunctions, gender dysphoria and paraphilia

#### **Unit-3: Schizophrenia Spectrum And Other Psychotic Disorders**

- 3.1. Schizophrenia- Introduction and historical perspective
- 3.2. Positive and negative symptoms of schizophrenia
- 3.3. Other psychotic disorders
- 3.4. DSM-5 criteria for schizophrenia

#### **Unit-4: Neurodevelopmental, Neurocognitive And Sleep-Wake Disorders**

- 4.1. ADHD, LD, Autism
- 4.2. Major and mild Neurocognitive disorders – Parkinson's, Huntington's, Alzheimer's disease
- 4.3. Sleep-wake disorders
- 4.4. DSM-5 criteria for neurocognitive disorders

**Readings:**

Barlow, David H.; Durand, Mark V.; Hofmann, Stefan G. (2018). *Abnormal Psychology: An Integrative Approach* (8th Edn). Cengage Learning

Butcher, James N.; Hooley, Jill M.; Mineka Susan (2020). *Abnormal Psychology* (17<sup>th</sup> Edn.). Pearson

Comer, Ronald J; Comer, Jonathan S. (2018). *Abnormal Psychology* (10th edn). Worth Publishers

Dozois, David J. A. (2019). *Abnormal Psychology: P E R S P E C T I V E S* (6th Edn). Pearson

DSM-5 (2013) *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> Edn). American Psychiatric Association

Hooley, Jill M.; Butcher, James N.; Nock, Matthew K.; Mineka Susan (2017). *Abnormal Psychology* (17th Edn). Pearson

ICD-11 (2018). *New International Classification of Diseases (ICD-11)*. The World Health Organization (WHO). Geneva

Kearney, Christopher A.; Trull, Timothy J. (2018). *Abnormal Psychology & Life: A Dimensional Approach* (3rd Edn). Cengage Learning

Morrison, James (2014). *DSM-5® Made Easy: The Clinician's Guide to Diagnosis*. THE GUILFORD PRESS

Nevid, Jeffrey S.; Rathus Spence A.; Greene Beverly (2018). *Abnormal Psychology: In a Changing World* (10<sup>th</sup> edn). Pearson

Nolen-Hoeksema, Susan (2013). *Abnormal Psychology* (6th Edn). McGraw-Hill

Sadak, B. J.; Sadok V. A.; Ruiz Petro (2015). *KAPLAN & SADOCK'S Synopsis Of Psychiatry: Behavioural Sciences/Clinical Psychiatry* (11th Edn). Wolters Kluwer

Sue David, Sue Derald Wing, Sue Diane, Sue Stanley (2016). *Understanding Abnormal Behavior* (11<sup>th</sup> Edn). Wadsworth Publishing

=====

## **Semester-IV: Paper-3: PSYCHOTHERAPIES**

---

### **After completion of this course the students will be able to:**

- understand what is psychotherapy, what are its ingredients, therapist skills.
- identify compare varieties of psychotherapies and identify best kind of psychotherapy.
- practice the activities that are conducted by psychotherapist in the initiate phase such as establishing working relationship, evaluating problems, making diagnosis, and estimating prognosis.
- describe and evaluate the process and techniques of various psychotherapies.

### **Course contents:**

#### **Unit-1: Introduction to Psychotherapies and Psychoanalytic Approach**

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

#### **Unit-2: PSYCHOTHERAPIES - I**

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

#### **Unit-3: PSYCHOTHERAPIES - II**

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

#### **Unit-4: PSYCHOTHERAPIES – III**

4.1 Lazarus Multimodal Therapy

4.2 Eastern Therapies: A) Vipassana, Zen Buddhism, B) Islam & Sufism, C) Yoga Therapy

4.3 Family Therapy, Group therapy, Feminist Psychotherapy

4.4 Recent trend in Psychotherapies, Narrative, Play, Art, Music & Dance Therapies( Arts Based Therapies) etc.

#### **BOOKS FOR READING:**

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

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

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

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

Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions  
4thEdn. Pearson Education: India.

Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont  
CA

Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.

Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood.

Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.

Nelson R ., Jones (2009). Theory and Practice of Counselling and Therapy (4th Ed). Sage  
Publication.

Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical  
analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.

Rama,S. Ballentine, R. &Ajaya, S.(1976). Yoga and psychotherapy. Hinsdale, PA: Himalayan  
International Inst.

Richard S. Sharf (2012) Theories of Psychotherapy & Counseling - Concepts and Cases, 5th  
Edition, BROOKS/COLE, CENGAGE Learning.

Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings.  
New York: Harcourt, Brace, Jovanich.

Stewart, I. (2000). Transactional analysis counseling in action. Sage.

Veereshwar, P. (2002). Indian systems of psychotherapy. Kalpaz publications

Verma, L. (1990). The management of children with emotional and behavioral difficulties. Routledge.

Watts, A. W. (1973). Psychotherapy: East and West. Penguin books.

Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. Sage.

=====

## **SEMESTER-IV: Paper-4: PRACTICUM**

---

### **GENERAL INSTRUCTIONS:**

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

### **PREREQUISITES & SKILLS:**

Before starting to work on actual work students must be learn about-

- Case History taking and Behavioral observation
- Mental status examination and MMSE
- Clinical Interview and SCID-II
- Syntheses of information from different sources
- Ethics in Clinical assessment & research

Students should select at least 10 types of maladapted cases in consultation with the teacher, and prepare a detailed report of 5 cases and among them students should present at least three 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 reports for each case.
- h. Presentation of 3 cases in classroom

## **PRACTICUM ASSESSMENT (100MARKS)**

### **a. Continuous (Internal) Assessment and Distribution of Marks (50 Marks).**

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-15 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-15 marks.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders.- 10 marks

### **b. Semester-End Examination (SEE)-50 Marks.**

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

### **Break –up of 50 marks for external examination will be as follows:**

1. Analysis of 2 hypothetical problems and its reports (20 marks, i.e.10 marks each)-1 ½ hours.
2. Viva -15 marks
3. Practicum reports-15 marks

=====



# **SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE**

(Formerly University of Pune)

M.A. Syllabus – Semester III and IV

(Credit and Semester System)

## **Industrial and Organizational (I/O) Psychology**

(To be implemented from the Academic Year, 2020-2021)

## MA-II Year (Semester III and IV) From 2020-21

Semester		Clinical Psychology		Industrial Psychology	
III	<b>Core subject</b>	<b>Counselling Process and Skills</b>		<b>Core Subject</b>	<b>Counselling Process and Skills</b>
		Psychopathology-1			Personnel Psychology
		Psycho-diagnostics			Organizational Behavior (OB)
		Project- Clinical Base			Project – Industrial Base
IV	<b>Core subject</b>	<b>Areas of Counselling</b>		<b>Core subject</b>	<b>Areas of Counselling</b>
		Psychopathology-2			Human Resource Management
		Psychotherapies			Organizational Development (OD)
		Practicum- Clinical Base			Practicum – Industrial Base

## **Semester-III, Core Paper-1: COUNSELLING PROCESS AND SKILLS**

---

At the conclusion of this course, students will be able to:

- understand the nature of the counselling process
- know the groundwork for understanding the use of basic and specialized counselling skills
- engage with different models of counselling skills

### **Course Contents:**

#### **Unit 1. Counselling: Nature and goals**

- 1.1. Defining counselling, stages of counselling process, role of counsellors
- 1.2. Approaches to counselling and helping, the helping relationship, the helping process
- 1.3. Development of counsellor –counselee relationship, counselling goal setting process
- 1.4. Counselling in India

#### **Unit 2. Basic Counselling Skills**

- 2.1. Building relationship, core conditions, in-depth exploration
- 2.2. Nature and importance generic skills of Counselling, Micro and macro skills of Counselling
- 2.3. Inside and outside skills of counselling, Self-monitoring skills as a counsellor
- 2.4. An Indigenous Model of Counselling

#### **Unit 3. Specific Counselling Skills**

- 3.1. Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving
- 3.2. Interviewing skills, listening, asking questions, monitoring
- 3.3. Training clients in relaxation
- 3.4. Improving client's self-talk and self-perceptions, terminating helping

#### **Unit 4. Models of Counselling Skills**

- 4.1. Nature and importance of counselling skills and working alliance
- 4.2. Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of counselling training
- 4.3. Indian models of Counselling: the role of detachment and self-surrender
- 4.4. Modern trends in counselling

**Readings:**

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

## **Semester-III, Paper-2: PERSONNEL PSYCHOLOGY**

---

At the conclusion of this course, students will be able to:

- know an overview of the key concepts, topics and issues in personnel psychology
- understand the potential characteristics of employee
- identify the effective development and training programs
- examine the process of performance evaluation

### **UNIT-1: PERSONNEL PSYCHOLOGY: INTRODUCTION**

- 1.1. Overview of personnel psychology - Cascio
- 1.2. Staffing: Screening and selection methods - cascio
- 1.3. Job analysis: meaning, purpose and methods - amodt
- 1.4. Job evaluation: determining internal and external pay equity, sex and race equity am

### **UNIT-2. COMPETENCY MAPPING**

- 2.1. The art of finding talent, Competency mapping: Introduction, necessity - sanghi
- 2.2. Competency models and related issues
- 2.3. Competency framework formation
- 2.4. Writing and assessing competencies

### **UNIT-3. EMPLOYEE DEVELOPMENT**

- 3.1. Employee training: Characteristics of Effective Training Practice - cascio
- 3.2. Designing training programs
- 3.3. Learning enhancement techniques
- 3.4. Assessment methods

### **UNIT-4. PERFORMANCE MANAGEMENT**

- 4.1. Managing for maximum performance. – cascio
- 4.2. Methods of Performance-Appraisal
- 4.3. Evaluation of performance: Factors -
- 4.4. Proactive career management

**Readings:**

Aamodt, Michael G. (2016). Industrial/Organizational Psychology: An Applied Approach (8th Edn). Cengage Learning

Bisen Vikram and Priya (2010). Industrial Psychology. New Age International (P) Limited, Publishers

Cascio, Wayne F. (2010). Managing Human Resources: Productivity, Quality of Work Life, Profits (8th Edn). McGraw-Hill

Cascio, Wayne F.; Aguinis Herman (2014). Applied Psychology in Human Resource Management (7th Edn). Pearson

DeCenzo, David A.; Robbins, Stephen P.; Verhulst, Susan L.(2016). Fundamentals of Human Resource Management (12th Edn). Wiley

Sanghi Seema (2016). The handbook of competency mapping: Understanding, designing and implementing competency models in organizations (3<sup>rd</sup> Edn). Sage

=====

## Semester-III, Paper-3: ORGANIZATIONAL BEHAVIOUR

---

### OBJECTIVES:

1. To acquaint the students with the nature of Organizational Behaviour (OB)
2. To understand how behaviour of an individual is shaped by various factors in Indian culture, society, and organization.
3. To equip the student with the knowledge of important OB processes such as Leadership and motivation
4. To understand the interpersonal transactions in organizational behaviour and their implications.

### UNIT-1: FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR

- 1.1. Nature of Organizational Behaviour; History of OB in India, The Indian mind set, Models of OB; Autocratic, Custodial, Supportive, Collegial, System
- 1.2. Trends & Challenges of OB: Globalization, Diversity, Ethics
- 1.3. Culture: Dimensions according to Hofstede, Trompenaar, Pareek (OCTAPACE).
- 1.4. Organization Structure and Design: Classical and Contemporary Designs (Matrix, Vertical, Horizontal, Network).

### UNIT-2: MOTIVATION IN ORGANIZATION

- 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: Quality of Work Life model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model. Motivation and well-being, Understanding people's needs and using this data for motivating others

### **UNIT-3: LEADERSHIP AND EMPOWERMENT**

- 3.1. Behavioral 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 and Participation: Meaning, process, and programs.

### **UNIT-4: COMMUNICATION, CONFLICT AND STRESS**

- 4.1. Organizational Communication: Meaning, functions, directions types (formal-informal, electronic) and techniques for improving communication skills
- 4.2. Conflict: Nature, Levels, Sources, Effects; Strategies for conflict resolution; Work-family conflict
- 4.3. Work stress: Sources, consequences, managing stress (individual and organizational approaches).
- 4.4. Employees Counselling.

## **READINGS:-**

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

Gupta, R. K. (1991). Employees and organization in Indian context: The need for moving beyond American and Japanese models. Economic and Political Weekly, 26(21), 68-76.

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

Ivancevich, J.M. Konsopaske R. & Matteson M.T. (2005) Organizational behaviour and management. New Delhi : Tata McGraw-Hill

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

McShane ,S.L. and Von Glinow,M.A.(200). Organizational behavior: Emerging realities for the workplace revolution . New Dehli: Tata Mcgraw-Hill.

Muchinsky ,P.(2001).Psychology Applied to work .6th ed. New Delhi :Wadsworth

Mullins, L.J. (2007) 7th ed. Management and organizational behaviour N.D. : Pearson Edu

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

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

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

Robbinns,S. (2001). Organization behaviour. (9th ed.).New Delhi :Prentice Hall of India.

Robbins, S.P., Judge T.A., & Sanghi, A. (2009) Organizational behaviour N.D. Pearson Prentice Hall.

Sinha, J. B. P. (2014). Psycho-social analysis of Indian mind set. New Delhi: Springer. Sinha, J. B. P. (1979). The nurturant task leader: Model of effective executive. ASCI Journal of Management, 8(2), 109-19.

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

=====

### **Semester-III: Paper-4: PROJECT -INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY:**

=====

#### **GENERAL INSTRUCTIONS:**

1. Each batch of project should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Students should select a problem pertinent to their specialization area in consultation with concerned faculty.
4. Sample size should be minimum 30 in each group, (e.g. Control and experimental, which will be subject to the nature of the industrial project).
5. Project report should be written in APA format followed with plagiarism's guidelines provided by SPPU.
6. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

#### **PREREQUISITES:**

Before starting to work on actual work students must be learn about-

- Ethical issues in Research
- APA Format and style of writing
- Plagiarism policy of SPPU

#### **DISSERTATION FORMAT:**

- Title Page
- Abstract
- Introduction (Contains brief introduction of constructs, Rationale and Significance of study, Problem Statement, literature review, concluded with Objectives and Hypotheses)
- Method: (Participants, Tools, Design, Procedure)
- Results
- Discussion
- References
- Appendix

## **DISSERTATION SUBMISSION**

- The student will submit a bound hard copy of the dissertation to the Department by the end of the semester, along with a soft copy on a CD/DVD/Pen drive.
- The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper. The APA style shall be followed for the writing of dissertation.

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

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

### **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 continuous (internal) assessment and 50 marks for End of Semester Examination (ESE).

**a) Continuous (Internal) Assessment of project-50 marks**

1. **Term Paper 1:** Introduction, Definitions of main concepts, rationale, and significance of the topic of research project -15 marks
2. **Term Paper 2:** Review of literature-15 marks
3. **Presentation of project report** in the classroom -20 marks

(Expert teacher appointed by HOD will give marks to each student)

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

**b (1) Evaluation of Project Report-30 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-5
2. Review work-10
3. Method -05
4. Interpretation, discussion & implications-5
5. Overall quality of the report-5

**b (2) Presentation & Viva-voce –20marks**

1. Presentation -10 marks
2. Viva-voce-10 marks

**Note :**

1. External Examination will be conducted by two examiners, one internal and one external, appointed by as per the rules of Savitribai Phule Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Marks for Project Report, 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.
6. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

**Cover page for M.A. Thesis**

**M.A.  
THESIS**

**WRITE HERE NAME OF THE CANDIDATE**

**MONTH,  
YEAR**

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

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

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

**SUBMITTED BY**

.....

**UNDER THE GUIDANCE OF**

.....

.....

**RESEARCH CENTRE**

.....

.....

**MONTH & YEAR OF SUBMISSION**

*Spine*

*Cover Page*

**Appendix 'B'**

**Certificate of the Guide**

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

Date:

(Supervisor/ Research Guide)

**Appendix 'C'**

**Declaration by the Candidate**

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

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

Date :

Signature of the Candidate

=====

# **SEMESTER- IV**

## **Semester-IV: Core Paper-1: Areas of Counselling**

---

At the conclusion of this course, students will be able to:

- know the application of counselling at educational and career setting
- understand the counselling at workplace setting
- engage with the counselling at clinical setting
- study the counselling in special situations

### **Course Contents:**

#### **Unit-1: Counselling in the Educational Setting and Career Counselling**

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

#### **Unit-2: Counselling at Workplace Settings**

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

#### **Unit-3: Counselling in clinical settings**

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

#### **Unit-4: Counselling in Special Situations**

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

**Readings:**

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

=====

## **Semester-IV: Paper-2: HUMAN RESOURCE MANAGEMENT**

=====

### **OBJECTIVES:**

To acquaint the students with:

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

### **UNIT-1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT**

- 1.1. Nature, Scope and Context of HRM
- 1.2. HR Challenges in Global and Indian Scenario
- 1.3. HR for Corporate Excellence
- 1.4. Contemporary Issues in HR, International HR ,e-HR

### **UNIT-2: DEVELOPMENT OF HUMAN RESOURCE**

- 2.1. Training :Assessing training needs, development and evaluation of training programmes
- 2.2. Training Methods: Classroom instructions, On-the-job training, apprenticeship, business games and in-basket training
- 2.3. Career development and planning, succession planning.
- 2.4. Buying , borrowing and building talent

### **UNIT-3: IMPLEMENTING HR**

- 3.1. Impact of Attitudes: OCB job satisfaction ,Employee Engagement, job involvement,
- 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.

### **UNIT-4: INDUSTRIAL RELATIONS AND STRATEGIC HR**

- 4.1. Industrial Relation : Labour relation, trade unions, resolving disputes
- 4.2. Collective Bargaining
- 4.3. HR Audit : Concept and Methodology of HR Audit
- 4.4. Strategic HR and HR Score card

**Readings:**

Beardwell Julie and Thompson Amanda (2017). Human Resource Management: A Contemporary Approach (8<sup>th</sup> Edn). Pearson (ecopy)

Cascio, W.F. (2006). Managing human resources: Productivity, quality of work life, profits. Tata Mc-Graw-Hill

Decenzo, D.A. and Robbins, S.P. (1988). Personnel / human resource management. (3rd ed.). Prentice Hall

Dessler, G. (2008). Human resource management, 10<sup>th</sup> ed. Dorling Kindersley India Pvt. Ltd.

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

Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). Organizational behaviour and management. Tata McGraw Hill.

K. Ashwathapa (2008). Human Resource Management. 5th edition. Tata McGraw-Hill

Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006). Human Resource Management. N.D.: Tata McGraw Hill

Pareek U. and Rao T.V. (2003). Designing and Managing Human Resource System. Oxford and IBH

Pattanayak B. (2005) Human Resource Management. 3rd Edn. Prentice Hall

Rao T.V. (1999). HR Audit: Evaluating the human resource functions for business improvement. N.D. : Response Books [A Division of SAGE Pub.]

Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). Organizational behaviour. N.D.: Pearson Prentice Hall.

Schultz, D. and Schultz, S. E. (2006). Psychology and work today. 8th ed.N.D.: Pearson Edu.

=====

## **Semester-IV: Paper-3: ORGANIZATIONAL DEVELOPMENT**

---

**OBJECTIVES:** To acquaint the students with:

1. Organizational change and its impact on individual employees,
2. Knowledge of various OD interventions.
3. Importance of various OD interventions.
4. Emerging/Future trends in OD

### **UNIT-1: FOUNDATIONS OF ORGANIZATIONAL DEVELOPMENT**

- 1.1. Meaning and Nature of OD, Values, assumption and beliefs in OD, Systems theory of OD.
- 1.2. Approaches to OD: Laboratory training stem, survey research & feedback stem; action research stem; Socio- technical and socio-clinical stem
- 1.3. Organizational Change: Meaning, forces for change, Resistance to change, overcoming resistance to change, Change Management.
- 1.4. Theories for Planned Change
  - 1.4.1. Lewin`s three- step model.
  - 1.4.2. Kotter`s eight- step plan.
  - 1.4.3. Burke-litwin Model.
  - 1.4.4. Porras & Robertson.

### **UNIT-2: PROCESS OF OD INTERVENTION**

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

### **UNIT-3: TYPES OF OD INTERVENTIONS I**

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

### **UNIT-4: TYPES OF OD INTERVENTIONS II**

- 4.1. Comprehensive OD Interventions I: search conference, future search conference, confrontation meeting, strategic management activities.
- 4.2. Comprehensive OD Intervention II: real time strategic change, stream analysis survey feedback method, appreciative inquiry.
- 4.3. Grid Organizational Development, Schein`s cultural analysis.
- 4.4. Emerging trends in OD in 2020 and beyond/ Future trends in OD: New Behaviour. Technologies-Managing change in Digitalization, Use of Mobiles, Breakthrough of AI.

**Readings:**

Cascio, W.F. (2006). *Managing human resources: Productivity, quality of work life, profits* 7 th ed. N.D.: Tata McGraw-Hill

Dessler, G. (2008). *Human resource management*, 10th ed. Dorling Kindersley India Pvt. Ltd.

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

French, W.L.; Bell, C.H.; & Zawacki, R.A. (2006) *Organizational development and transformation: Managing effective Change*. Tata McGraw Hill

Greenberge, J. & Baron, R.A. (2005). *Behaviour in organizations* (8th ed). Pearson Education.

Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). *Organizational behaviour and management*. Delhi: Tata Mc-Graw Hill.

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

McShane, S.L. & Von Glinow, M.A.(2000). *Organizational Behaviour: Emerging realities for the workplace revolution*. Tata McGrawHill.

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

Ramanarayan, S.; Rao T.V. & Singh K. (eds) (1988) *Organizational development: interventions and Strategies* (2007 reprint):Response Book (a division of Sage Publication)

Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). *Organizational behaviour*. N.D.: Pearson Prentice Hall .

Schultz, D. and Schultz, S. E. (2006). *Psychology and work today*. 8th ed. N.D.: Pearson Edu.

## Semester-IV: Paper-4: PRACTICUM

---

### Guidelines:

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, study of 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 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.

## **PRACTICUM ASSESSMENT (100 MARKS)**

### **Continuous (Internal) Assessment and Distribution of Marks (50 Marks)**

1. Presentation of one exercise and viva (latest by five weeks from the commencement of the semester)-15 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Presentation of another exercise and viva (latest by ten weeks from the commencement of the semester)-15 marks.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of exercises-10 marks

### **Semester End Examination (SEE)-50 marks.**

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 48 (3) (a) Committee of S.P. Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. 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
9. Those who are appointed as external examiners for any of our university exam will not take up other activities or programs in the same time. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

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

1. Analysis of 2 hypothetical problems (20 marks, i.e.10 marks each)-1 ½ hours.
  2. Viva -15 marks
  3. Exercise reports-15 marks.
- =====