

UNIVERSITY OF PUNE, PUNE

**SYLLABUS FOR M.A. PSYCHOLOGY
(PART II- SEM-III & IV)**

(Semester & Credit system to be implemented from 2014-15 at college centers & University Department)

(* The core papers are compulsory and from optional group A, B & C, students have to select any one specialization. Each paper will carry four (04) credits. The decision to provide given optional area/s in the particular academic year will be taken by the Head of the Department/ Departmental Committee)

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

CORE PAPER
SEMESTER III
EP 301: PERSONALITY

OBJECTIVES:

1. To provide the students with a comprehensive, rigorous and systematic treatment of centrally important theories of personality.
 2. To allow the students to observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.
 3. To acquaint the students with the applications of personality theories in different walks of life.
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1. **INTRODUCTION TO PERSONALITY** [10]
 - 1.1. Definitions and nature of personality
 - 1.2. Characteristics of good personality theory and Evaluation of personality theory
 - 1.3. Applications of personality in industrial and clinical areas.
 - 1.4. Approaches: Person-Situation interaction, Idiographic & Nomothetic

2. **PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY** [10]
 - 2.1. Classical Psychoanalysis: Sigmund Freud
 - 2.2. Carl Jung
 - 2.3. Adler, Horney
 - 2.4. Erik Erikson

3. **LEARNING, COGNITIVE, HUMANISTIC - EXISTENTIAL APPROACHES TO PERSONALITY** [10]
 - 3.1. Learning Perspectives: Dollard & Miller, Julian Rotter's expectancy model
 - 3.2. Cognitive Perspectives: Kelly's constructive alternativism
 - 3.3. Humanistic Perspectives: Abraham Maslow, Carl Rogers
 - 3.4. Existential Positions: Viktor Frankl, Rollo May

4. **TRAIT APPROACH AND CURRENT ISSUES** [10]
 - 4.1. Trait Approach: History
 - 4.2. G. Allport, Raymond Cattell
 - 4.3. Hans. J. Eysenck, Five Factor Model – Costa & McCrae
 - 4.4. Current Issues I: Cross-cultural research, experimental personality research
 - 4.5. Current Issues II: Consistency and temporal stability of personality and issues in social desirability.

BOOKS FOR READING

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India.
2. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & Sons.
3. Ryckman, R.M. (1978). Theories of Personality. D.Van Nostrand Company: New York.

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

Core Paper

SEMESTER IV

EP 401: MOTIVATION AND EMOTION

OBJECTIVES:

1. To provide comprehensive overview of the major theories of motivation and emotion
 2. To create awareness about the role of biological factors in motivation and emotion.
 3. To emphasize the importance of positive and negative emotions in human life.
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1. FOUNDATIONS OF MOTIVATION [10]

- 1.1. Concepts and Components of Motivation
- 1.2. Approaches to the study of motivation and emotion: Physiological, Ethological, Cognitive, Socio-cultural, Developmental- Inter-actionalistic
- 1.3. Mechanism of hunger and thirst
- 1.4. Mechanism of sleep and sex
- 1.5. Aggression and social attachment

2. THEORIES AND APPLICATIONS OF MOTIVATION [10]

- 2.1. Classical Theories: Murray, Atkinson, Maslow, and McClelland
- 2.2. Motivation in the Clinical setup
- 2.3. Motivation in the Industrial setup
- 2.4. Motivation in the Educational setup
- 2.5. Motivation in the Public-health setup

3. FOUNDATIONS OF EMOTION [10]

- 3.1. Concepts and Components of Emotion
- 3.2. Emotion and culture - Etic and Emic approach
- 3.3. Biological bases of emotions – ANS, endocrine system, immune system,
- 3.4. Cerebral lateralization of cognition and emotion
- 3.5. Psycho-physiological measures

4. THEORIES AND INTERVENTIONS OF EMOTION [10]

- 4.1. Classical Theories: James-Lange, Cannon-Bard, Schachter-Singer
- 4.2. Negative emotions: Etiology and correlates
 - a. Anger: Causes, State Trait model and its relation to health
 - b. Depression: Conceptualization and its relations to health
- 4.3. Stress: Immunity, illness, coping, and anxiety: State Trait Model and its relation to health and performance
- 4.4. Positive emotions and related interventions: Fredrikson's Broaden and Build theory of positive emotions and optimism
- 4.5. Emotional intelligence: Models, measurement and correlates.

BOOKS FOR READING:-

1. Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
2. Buck, R. (1976) *Human Motivation and Emotion*, New York: Wiley.
3. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Edn. Wiley: India.
4. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). *Theories of Personality*.
5. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
6. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
7. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
8. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
9. Ryckman, R.M. (1978). *Theories of Personality*. D.Van Nostrand Company: New York.
10. Misra, G. (ed) (1999). *Psychological perspectives on stress and health*. ND: Concept.
11. Salovey, P. & Sluyter, D. (eds) (1997). *Emotional development and emotional intelligence: Implications for educators*. NY: Basic Books.
12. Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.
13. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall.
14. Pestonjee, D.M., Pareek, U. & Agrawal, R. (eds) (1999). *Studies in stress and its management*. ND: Oxford & IBH.
15. Kassino, H. (ed) (1995). *Anger disorders: Definition, diagnosis and treatment*. Washington, D.C.: Taylor & Francis.
16. Borod, J. (ed) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.
17. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
18. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
19. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
20. Kaplan, H.B. (1996), *Psychological stress from the perspective of self-theory*. In Kaplan (Ed) *Psychological stress*. N.Y. Academic Press:
21. Kuppaswami, B. (1985) *Elements of ancient Psychology*. Delhi: Vani Educational Books.
22. Lazarus, R.S. and Monat, A. (1979). *Personality*. Prentice Hall, Inc.
23. London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
24. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
25. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons.
26. Ekman, P. & Davidson, R.J. (1995). *The nature of emotion: Fundamental questions*. NY: Oxford University Press.
27. Taylor, S. (1999). *Health psychology*. ND: McGraw-Hill.
28. Aamodt, M. G. (2010) *Industrial/organizational psychology: An applied approach (6th Ed.)*.U.S.A.: Wadsworth Cengage Learning.

29. Driscall, K. A. et al. (2004). Simple treatments for complex problems :A systematic cognitive behaviour analysis approach to psychotherapy. New Jersey: Lawrence Elbaum Associates, Publishers.
 30. Kondalkar, V. G. (2007). Organizational behavior. New Delhi: New Age International (P) Limited Publishers.
 31. Linley, P. A., & Joseph, S. (2004). Positive psychology in practice. New Jersey: John Wiley and Sons, Inc.
 32. Ogden, J. (2007). Health psychology: A textbook (4th Ed.). U.S.A.: McGraw-Hill Open University Press.
 33. Snyder, C. R., & Lopez, S. J. (Eds.) (2002). Handbook of positive psychology. New York: Oxford University Press.
 34. Snyder, C. R., & Lopez, S. J. (2007). Positive Psychology: The scientific and practical explorations of human strengths. New Delhi: Sage Publications India Pvt. Ltd.
 35. Thomas, J. C., & Hersen, M. (Eds.) (2010). Handbook of clinical psychology competencies. U.S.A.: Springer.
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GROUP A - CLINICAL PSYCHOLOGY

SEMESTER III

EP 310: PSYCHOPATHOLOGY-I

OBJECTIVES:

To acquaint the students with:

1. Latest DSM-5 classification system of Mental Disorders
2. Various paradigms of Psychopathology
3. The symptoms and prognosis of different Mental Disorders

1. INTRODUCTION TO MENTAL DISORDER AND PARADIGMS OF PSYCHOPATHOLOGY [10]

- 1.1 Definition and Criteria of mental disorder
- 1.2 Mental Disorder Classification Systems before DSM. DSM system and its brief history
- 1.3 DSM-5 and ICD-11 based classification of mental disorders (main categories)
- 1.4 Various Paradigms in Psychopathology- Biological, Psychoanalytical, Behavioristic, Cognitive, Humanistic-existential, Diathesis- Stress Model.

2. NEURODEVELOPMENTAL DISORDERS, SCHIZOPHRENIA SPECTRUM & OTHER PSYCHOTIC DISORDERS. [10]

- 2.1 Intellectual Disability: Definition, types, causes and treatment
- 2.2 Communication Disorders: Autism, Hyperactivity, Learning and Motor Disorders
- 2.3 Schizophrenia: Definition, phases, symptoms, etiology and treatments
- 2.4 Schizophrenia Spectrum Psychotic Disorders: Brief Psychotic Disorder, Schizotypal, Schizophreniform Disorder, Schizoaffective Disorder, Delusional Disorder

3. DEPRESSION, ANXIETY, OBSESSIVE-COMPULSIVE, TRAUMA AND STRESS RELATED DISORDERS [10]

- 3.1 Depression: Definition, types- Disruptive Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder. Symptoms, causes of and treatments for Depression
- 3.2 Bipolar Disorder: Types-bipolar I & bipolar II, Cyclothymic Disorder. Symptoms, causes and treatments
- 3.3 Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder
- 3.4 A) Obsessive-Compulsive Related Disorders: Obsessive-Compulsive Disorder (OCD), Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania, Excoriation Disorder
B) Trauma & Stress Related Disorder: Reactive Attachment Disorder, Disinhibited Social Engagement Disorder, Posttraumatic Stress Disorder, Acute Stress Disorder
C) Adjustment Disorders

4. DISSOCIATIVE DISORDERS, SOMATIC SYMPTOM RELATED DISORDERS, EATING, ELIMINATION AND SLEEP-WAKE DISORDERS [10]

- 4.1 Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization.
- 4.2 Somatic Symptom Related Disorders: Types- Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder
- 4.3 A) Eating Disorder: Types- 1) Pica, 2) Rumination, 3) Avoidant food Intake Disorder, 4) Bulimia
B) Elimination Disorder: Types- 1) Enuresis, 2) Encopresis
- 4.4 Sleep-wake Disorders: Somnia types: 1) Insomnia, 2) Hypersomnia, 3) Narcolepsy, 4) Breathing related disorder. Parasomnic Types- 1) Non REM sleep arousal disorder, 2) Sleep-waking, 3) Sleep Terror, 4) Nightmare, 5) REM sleep behavior disorder, 6) Restless legs syndrome.

REFERENCE BOOKS:

- 1. American Psychiatric Association: “Diagnostic and Statistical Manual of Mental Disorders”, DSM-5 (5th Edn)
- 2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
- 3. Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.
- 4. Barlow, D.H. & Durand, V.M. (2005). *Abnormal psychology* (4thed.). Pacific Grove: Books/Cole.
- 5. Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.
- 6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Edn. Tata McGraw-Hill: New Delhi, India.
- 7. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
- 8. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
- 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. World Health Organization (1992). *The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.
- 12. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry*. New York: Churchill Livingsto.
- 13. Oltmanns T. F., Emery R. E. (1995) ‘‘Abnormal Psychology’’ Prentice Hall.
- 14. Sue, D., Sue D. W. & Sue S. (2006) ‘‘Abnormal Behavior’’ (8th Edi) Houghton Mifflin Company.
- 15. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.

GROUP A- CLINICAL PSYCHOLOGY

SEMESTER III

EP 311: PSYCHODIAGNOSTICS: PROCEDURE AND TECHNIQUES

OBJECTIVES:

To acquaint the students with

1. Various Psychodiagnostics, procedure & techniques
2. Different Psychodiagnostic tools to be used & skills to be acquired

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- 1. PSYCHODIAGNOSTIC PROCEDURE-I [10]**
 - 1.1 Structured clinical interview for DSM (SCID-I & II edit.)- Definition & types- Patient and Non Patient version, Clinical trial (SCID-CT), Clinician version (SCID-CV)
 - 1.2 A) DSM-5 Self-Rated levels 1 Cross-Cutting symptom Measure- Adult form
B) Parent/Guardian-Rated DSM-5 levels 1 Cross-Cutting symptom Measure- Child form (age 6 to 17)
 - 1.3 DSM-5 Clinician-Rated Dimensions of Psychosis Symptom Severity
 - 1.4 WHO Disability Assessment Schedule

 - 2. PSYCHODIAGNOSTIC PROCEDURE-II [10]**
 - 2.1 Personality Inventories- MMPI-2, EPQ-R
 - 2.2 Depression & Mania Measure: Becks Depressive Inventory, Hamilton Depression Scale, Altman Self-Rating Mania Scale
 - 2.3 Anxiety & Anger Measures: Taylor's Manifest Anxiety Scale, Spielberger Anger Inventory & Trait Anxiety Inventory
 - 2.4 Intelligence Tests: Wechsler's Intelligence Scale for Children, Wechsler's Adult Intelligence Scale

 - 3. PSYCHODIAGNOSTIC PROCEDURE-III [10]**
 - 3.1 Neuropsychological Test: 1) Bender Visual Motor Gestalt Test, 2) Luria-Nebraska Neuropsychological Battery 3) Halstead-Reitan Neuropsychological Battery
 - 3.2 Projective Techniques: Rorschach Ink-Blot Test, 2) Murray TAT, 3) Children Apperception Test
 - 3.3 Diagnostic Test for Special Populations: Infant Development Measures: 1) Bayley Scales of Infant and Toddler Development, 2) Gesell Developmental Schedules
 - 3.4 Intellectual Disability Assessment Techniques: Draw a Man/ Draw a Person Test, Wechsler's Preschool and Primary Scale of Intelligence, Raven's Colored Progressive Matrices Test, Seguin Form Board, Social Maturity Scale

4. COGNITIVE ASSESSMENT & CLINICAL REPORT [10]

- 4.1 Writing Clinical Report
- 4.2 Mental State Assessment
- 4.3 Dementia & Cognitive Impairment Assessment Techniques
- 4.4 Family Conflict Assessment Technique: DAS, Family Conflict Scale

BOOKS FOR READING:

1. Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
4. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
5. Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.
6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Edn. Tata McGraw-Hill: New Delhi, India.
7. Taylor, S. (2006) 6th ed. *Health psychology*. ND: Tata McGraw-Hill
8. Brannon, L. & Feist, J. (2007). *Introduction to health psychology*. Singapore: Thomson Wadsworth.
9. Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. 7th edn. Pearson Education: India.
10. Wolman, B.B. (ed.) (1975). *Handbook of clinical psychology*. New York: McGraw-Hill.
11. Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). *Clinical psychology: Evolving theory, practice and research*. Upper Saddle River, N.J.: Prentice-Hall.
12. Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
13. Kapur, M. (1995). *Mental health of Indian children*. New Delhi: Sage.
14. Kellerman, H. & Burry, A.(1981). *Handbook of diagnostic testing: Personality analysis and report writing*. New York: Grune & Stratton
15. Rychlak, F. (1973). *Introduction to personality and psychopathology*. New York: Houghton Mifflin.
16. Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences, clinical psychiatry* (7th ed.). New Delhi: B. I. Waverly Pvt. Ltd.
17. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*

SEMESTER III
EP 312: PROJECT

PROJECT IN THE AREA OF CLINICAL PSYCHOLOGY:

GENERAL

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

PROJECT ASSESSMENT- 100 MARKS

1. Project assessment will be based on presentation of project before the internal and external examiners.

1. 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 , 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-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-3
2. Review work-5
3. Method -05
4. Interpretation ,discussion & implications-5
5. Overall quality of the report-2

b (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 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.
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GROUP A- CLINICAL PSYCHOLOGY

SEMESTER IV

EP 410: PSYCHOPATHOLOGY-II

OBJECTIVES:

To acquaint the students with

1. Latest DSM-5 classification system of Mental Disorders
 2. Various paradigms of Psychopathology
 3. The symptoms and prognosis of different Mental Disorders
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- 1. SEXUAL DISORDERS AND DISRUPTIVE, CONDUCT & IMPULSE-CONTROL DISORDERS** [10]
 - 1.1 Sexual Cycle and Sexual Dysfunctions
 - 1.2 Gender Dysphoria
 - 1.3 Paraphilic Disorders
 - 1.4 Disruptive, Conduct and Impulse-Control Disorders
- 2. SUBSTANCE-RELATED & NEUROCOGNITIVE DISORDER** [10]
 - 2.1 Alcohol Related Disorder
 - 2.2 Cannabis-Related and Hallucinogen-Related Disorders
 - 2.3 Opioid, Sedative & Stimulant-Related Disorders
 - 2.4 Neurocognitive Disorders: Delirium and Dementia-Alzheimer Disease, Lewi-Body Disease, Vascular Disease, Traumatic Brain Injury, Parkinson's Disease and Huntington's Disease
- 3. PERSONALITY DISORDERS** [10]
 - 3.1 Definition and Characteristics of Personality Disorders
 - 3.2 Cluster-A Personality Disorder
 - 3.3 Cluster-B Personality Disorder
 - 3.4 Cluster-C Personality Disorder
- 4. MENTAL DISORDERS (PROPOSED)** [10]
 - 4.1 Attenuated Psychosis Syndrome, Persistent Complex Bereavement Disorders, Caffeine Disorder
 - 4.2 Depressive Episodes with Hypomania
 - 4.3 Internet Gaming Disorder
 - 4.4 Suicidal Behavior Disorder & Non-suicidal Self injury Disorder
Suicide- Types, causes and treatment

BOOKS FOR READING:

1. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). *Abnormal psychology: Current perspectives* (9th ed.). Delhi: Tata McGraw-Hill.
 2. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Edi)
 3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
 4. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
 5. Davison, G.C. Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9thed.). New York: Wiley. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
 6. Oltmanns T. F., Emery R. E. (1995) "Abnormal Psychology" Prentice Hall.
 7. Sarason, I.G. & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.
 8. Sue, D., Sue D. W. & Sue S. (2006) "Abnormal Behavior" (8th Edi) Houghton Mifflin Company.
 9. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.
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GROUP A- CLINICAL PSYCHOLOGY

SEMESTER IV

EP 411: PSYCHOTHERAPIES

OBJECTIVES:

To acquaint the students with

1. Various Psychotherapies and its basic procedure
 2. Effectiveness of specific psychotherapy in solution of particular problem
 3. Different psychotherapeutic skills.
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- 1. INTRODUCTION TO PSYCHOTHERAPIES [10]**
 - 1.1 Nature and Definition of Psychotherapies
 - 1.2 Psychotherapeutic Basic Skills
 - 1.3 Psychoanalytic Therapies: Classical & Modern
 - 1.4 Transactional Analysis
- 2. BEHAVIOR THERAPY [10]**
 - 2.1 Basic assumptions & various forms of behavior therapies
 - 2.2 Systematic Desensitization & Flooding, Implosive Therapy, Aversive Therapy
 - 2.3 Bio-Feedback Technique
 - 2.4 Assertiveness Training
- 3. COGNITIVE, HUMANISTIC AND EXISTENTIAL THERAPIES [10]**
 - 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
 - 3.4 Logo Therapy & Reality Therapy
- 4. MULTIMODAL AND EASTERN THERAPIES [10]**
 - 4.1 Lazarus Multimodal Therapy
 - 4.2 Eastern Therapies: A) Vipashyana & Zen Buddhisum, B) Islam & Sufism, C) Yoga Therapy
 - 4.3 Narrative, Play, Music & Dance Therapies
 - 4.4 Family Therapy

BOOKS FOR READING:

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

SEMESTER IV

EP 412: PRACTICUM

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

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

GENERAL :

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

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 by 32 (5) (a) Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Hypothetical problems will be prepared by External Examiner.
5. Marks for Viva and 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.

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. 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

GROUP B- INDUSTRIAL PSYCHOLOGY
SEMESTER III
EP 320: PERSONNEL PSYCHOLOGY

OBJECTIVES:

To acquaint the students with:

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

1. INTRODUCTION TO PERSONNEL PSYCHOLOGY [10]

- 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. Concept of equal employment opportunities

2. JOB ANALYSIS, COMPETENCY MAPPING, AND EVALUATION [10]

- 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. RECRUITMENT AND PERSONNEL SELECTION [10]

- 3.1. Recruitment Planning and Methods of recruitment
- 3.2. Selection Methods: Interview, psychological tests, references, bio-data, assessment centers
- 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. PERFORMANCE MANAGEMENT [10]

- 4.1. Performance Appraisal System : Purpose, barriers to implementation, determining who should evaluate performance , Benefits and limitations.
- 4.2. Methods of Performance Appraisal: Facets of work performance, 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 Performance Feedback Interview.

BOOKS FOR READING:

1. DeCenzo, D. A. & Robbins, S. P. (2008). *Personnel/ human resource management New Delhi:* Prentice- Hall Pvt. Ltd.
2. Cascio, W.F. & Aguinis H. (2008). *Applied Psychology in human Resource Management (6th Ed.)*.New Delhi: Prentice-Hall India Pvt. Ltd.
3. Aamodt, M.G. (2007). *Industrial and organizational psychology: An applied approach*. US: Thomson & Wadsworth
4. Pareek, U. and Rao, T.V. (2003). *Designing and managing human resource systems*. N.D.: Oxford & IBH.
4. Miner, J.B. (1992). *Industrial and organizational psychology*. McGraw-Hill.

BOOKS FOR FURTHER READING :-

1. Schultz, D. and Schultz, S.E.(2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.
 2. Cascio, W.F. (2006). *Managing human resources; Productivity, quality of work life profits*. N.Y.: Tata McGraw Hill.
 3. Ivancevich, J.M. & Gluek, W.F.(1983). Foundation of personnel / human resource management. Plane Texas : U.S.A. Business Pub.Inc.
 4. McCormic, E.J. & Ilgen, D.(1980). Industrial psychology (7th ed). London: George Allen and Unwin.
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SEMESTER III
EP 321: ORGANIZATIONAL BEHAVIOUR

OBJECTIVES:

1. To acquaint the students with the nature of Organizational Behaviour (OB)
 2. To equip the student with the knowledge of important OB processes such as Leadership and motivation
 3. To understand the interpersonal transactions in organizational behaviour and their implications.
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- 1. FUNDAMENTALS OF ORGANIZATIONAL BEHAVIOUR [10]**
 - 1.1. Nature of Organizational Behaviour; Models of OB; Autocratic, Custodial, Supportive, Collegial, System
 - 1.2. Trends & Challenges of OB: Globalization, Diversity, Ethics
 - 1.3. Culture: Dimensions according to Hofstede, Tromenaar, Pareek (OCTAPACE). Organizational Culture: characteristics, purpose, types, creating and transmitting organizational culture
 - 1.4. Organization Structure and Design: Classical and Contemporary Designs (Matrix, Vertical, Horizontal, Network).

- 2. MOTIVATION IN ORGANIZATION [10]**
 - 2.1. Motivating by Meeting Needs and Managerial Applications: Maslow, Adlerfer, Herzberg, and McClelland.
 - 2.2. Motivating by Setting Goals: Goal setting theory and setting effective performance goals.
 - 2.3. Motivating by Being Fair: Distributive justice, Equity theory, procedural justice, interactional justice, and organizational justice.
 - 2.4. Motivating by Altering Expectations and by Structuring Jobs: VIE model, Porter & Lawler model, Quality of Work Life model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model.

- 3. LEADERSHIP AND EMPOWERMENT [10]**
 - 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.

- 4. COMMUNICATION, CONFLICT AND STRESS [10]**
 - 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.

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 (12thEd.) 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.

BOOKS FOR FURTHER READING :-

1. Muchinsky ,P.(2001).Psychology Applied to work .6th ed. New Delhi :Wadsworth
2. Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts
3. Mullins, L.J. (2007) 7th ed. Management and organizational behaviour N.D. : Pearson Edu
4. Pareek, U. and Rao, T.V.(2003). Designing and managing human resource system. N.D.: Oxford & IBH.
5. Hersey, P.& Blanchard ,K.H. (1982) . Management of organizational behaviour utilizing human resources (4th ed.).Prentice-Hall.
6. Robbins,S. (2001). Organization behaviour. (9th ed.).New Delhi :Prentice Hall of India.
7. Rao , V.S.P. and Narayana ,P.S.(1995). Organizational theory and behaviour (2nd ed.) New Delhi :Konark Pub. Pvt.Ltd.
8. McShane ,S.L. and Von Glinow,M.A.(200). Organizational behavior: Emerging realities for the workplace revolution . New Dehli: Tata Mcgraw-Hill.

SEMESTER III
EP 322: PROJECT

PROJECT IN THE AREA OF INDUSTRIAL PSYCHOLOGY

GENERAL

1. Each batch of project should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to **8 lecture periods**.
4. Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
5. Sample size should be at least 30 in case of a single group and 60 in case of two groups (30 in each group).
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

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 Semester End Examination (SEE).

a) Continuous (Internal) Assessment of project-50 Marks.

1. Term Paper 1 : Introduction , Definitions of main concepts ,rationale , 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): 50Marks

b (1) Evaluation of Project Report-20 marks

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

1. Problem selected, its rationale and significance-3
2. Review work-5
3. Method -05
4. Interpretation, Discussion & Implication-5
5. Overall quality of the report-2

b (2) Presentation & Viva-voce –30 marks

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 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.
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SEMESTER IV
EP 420: 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

1. INTRODUCTION TO HUMAN RESOURCE MANAGEMENT [10]

- 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

2. DEVELOPMENT OF HUMAN RESOURCE [10]

- 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

3. IMPLEMENTING HR [10]

- 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.

4. INDUSTRIAL RELATIONS AND STRATEGIC HR [10]

- 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

BOOKS FOR READING:-

1. K. Ashwathapa (2008). *Human Resource Management*. 5th edition, New Delhi: Tata McGraw-Hill
2. Pattanayak B. (2005) *Human Resource Management*. 3rd Edn. N.D. Prentice Hall
3. Pareek U. and Rao T.V. (2003) *Designing and Managing Human Resource System*. N.D. Oxford and IBH
4. Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006). *Human Resource Management*. N.D.: Tata Mc-Graw Hill
5. Dessler, G. (2008). *Human resource management, 10th ed.* N.D.: Dorling Kindersley India Pvt. Ltd.
6. Cascio, W.F. (2006). 7th ed. *Managing human resources: Productivity, quality of work life, profits*. N.D.: Tata Mc-Graw-Hill
7. Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). *Organizational*

- behaviour*. N.D.: Pearson Prentice Hall.
8. Decenzo, D.A. and Robbins, S.P. (1988). *Personnel / human resource management*. (3rd ed.). Prentice Hall 19
 9. Rao T.V. (1999). *HR Audit: Evaluating the human resource functions for business improvement*. N.D. : Response Books [A Division of SAGE Pub.]

BOOKS FOR FURTHER READING :-

1. Beardwell I. & Holden L.(1998) *Human resource management: A contemporary perspective*. New Delhi. Macmillan India Ltd.
 2. Rao V.S.P. & Narayana P.S. (1995) *Organizational theory and behaviour* 2nd ed. New Delhi Konark Publication Pvt. Ltd.
 3. Schultz, D. and Schultz, S. E. (2006). *Psychology and work today*. 8th ed. N.D.: Pearson Edu.
 4. French, W.L.; Bell, C.H.; & Zawacki, R.A. (2006). *Organization development and transformation: Managing effective change*. Delhi: Tata Mc-Graw Hill.
 5. Cascio, W.F. (2006). 7th ed. *Managing human resources: Productivity, quality of work life, profits*. N.D.: Tata Mc-Graw-Hill
 6. Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). *Organizational behaviour and management*. Delhi: Tata Mc-Graw Hill.
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SEMESTER IV
EP 421: 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.
-

- 1. FOUNDATIONS OF ORGANIZATIONAL DEVELOPMENT [10]**
 - 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.
 - 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.
 - 1.4.5. Normative-Re-educative Strategy.

- 2. PROCESS OF OD INTERVENTION [10]**
 - 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.

- 3. TYPES OF OD INTERVENTIONS I [10]**
 - 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.

- 4 TYPES OF OD INTERVENTIONS II [10]**
 - 4.1. Comprehensive OD Interventions I: search conference, future search conference, confrontation meeting, strategic management activities.
 - 4.2. Comprehensive OD Intervention II: real time strategic change, stream analysis survey feedback method, appreciative inquiry.
 - 4.3. Grid Organizational Development, Schein`s cultural analysis.
 - 4.4. Training Techniques for OD: Behaviour modeling, Life and career planning, Coaching & Mentoring, Instrumented training.

BOOKS FOR READING:-

1. French, W.L. & Bell, C.H. (1999). 6th ed. *Organizational development: Behavioral science interventions for organization improvement*. N.D.: Prentice-Hall.
2. Ramanarayan, S. , Rao T.V. & Singh K. (eds) (1988) *Organizational development: interventions and Strategies (2007 reprint)* New Delhi :Response Book (a division of Sage Publication),
3. French , W.L.”: Bell, C.H.: & Zawacki, R.A.(2006) *Organizational development and transformation: Managing effective Change*. Delhi :Tata Mc-Graw Hill
4. Pareek, U. and Rao, T.V. (2003). *Designing and managing human resource systems*. N.D.: Oxford & IBH.

BOOKS FOR FURTHER READING

1. Schultz, D. and Schultz, S. E. (2006). *Psychology and work today*. 8th ed. N.D.: Pearson Edu.
 2. Robbins, S.P.; Judge, T.A.; & Sanghi, A. (2009). *Organizational behaviour*. N.D.: Pearson Prentice Hall .
 3. Cascio, W.F. (2006).. *Managing human resources: Productivity, quality of work life, profits* 7th ed. N.D.: Tata Mc-Graw-Hill
 4. McGill, M. E. (1997). *Organizational development for operating managers*. New York: (AMA-OH) A division of American Management Assn.
 5. Ivancevich, J.M.; Konopaske, R. & Matteson, M.T. (2005). *Organizational behaviour and management*. Delhi: Tata Mc-Graw Hill.
 6. Dessler, G. (2008). *Human resource management, 10th ed*. N.D.: Dorling Kindersley India Pvt. Ltd.
 7. Greenberge, J. & Baron, R.A. (2005). *Behaviour in organizations* (8th ed). New Delhi: Pearson Education.
 8. McShane, S.L. & Von Glinow, M.A.(2000). *Organizational Behaviour: Emerging realities for the workplace revolution*. New Delhi: Tata McGraw-Hill.
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SEMESTER IV

EP 422: PRACTICUM

Students should select at least 7 types of exercises, e.g. Job analysis, performance appraisal, competency mapping, group testing, test validation, construction of psychometric test, interview of entrepreneurs, personality profile, case study, 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

Notes:

General

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

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 32 (5) (a) Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Hypothetical problems will be prepared by External Examiner.
5. Marks for Viva and Exercise Report will be given by both examiners and

average marks will be considered as final marks of the candidate.

23

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 50 marks for external examination 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.
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GROUP C: COUNSELLING PSYCHOLOGY

SEMESTER III

EP 330: COUNSELLING PROCESS

OBJECTIVES:

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

1. NATURE AND GOALS OF COUNSELLING [10]

- 1.1 Definition and Goals of Counselling
- 1.2 Training, Job Setting and Activities of Counsellor
- 1.3 Stages of the Counselling process
- 1.4 Written Communication and Counselling
 - a. Aims and objectives of record keeping
 - b. File composition

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

- 2.1 Communication and Building the Counselling Relationship
- 2.2 The Core Conditions of Counselling
- 2.3 Counsellor's Actions that Impede Communication
- 2.4 In Depth Exploration
 - c. Goals and methods
 - d. Advanced empathy
 - e. Immediacy
 - f. Confrontation
 - g. Interpretation
 - h. Role playing

3. COMMITMENT TO ACTION AND TERMINATION [10]

- 3.1 The Process of Goal Setting
- 3.2 Design and Implication of Action Plans
- 3.3 Termination
- 3.4 Ethical Principles of Counselling.

4. PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS IN COUNSELLING [10]

- 4.1 Components of Effective Assessment
- 4.2 Inter-disciplinary Implications and Guidelines for Human Assessment
- 4.3 Non-standardized Techniques for Human Assessment
 - a. Observations
 - b. Rating Scales
 - c. Anecdotal Reports
 - d. Autobiography
 - e. Questionnaire
 - f. Structural interview and Intake interviews
- 4.4 Standardized Techniques for Human Assessment
 - a. Intelligence Test
 - b. Aptitude Test.

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

BOOKS FOR READING:-

1. Feltham, C. & Horton, I.E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy* (2nd ed.). London: Sage Publication.
 2. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pte.Ltd.
 3. Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Banglore: Prism books Pvt.Ltd
 4. Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.
 5. Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
 6. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.
 7. Nelson R. Jones (2000). *Introduction to counselling skills, text and activities*. London: Sage Publication.
 8. Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.). Delhi: Tata McGraw-Hill.
 9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). *The art of happiness: The handbook for living*. Sidney: Hodder.
 10. *Deshpande C.G. and et. al. (2010) Samupadeshan: Shasrtiya Prakriya va upayojan. Unmesh Prakashan Pune.*
 11. *Gladding S.T (2009) Counselling(6th Ed)Pearson Education.*
 12. *Gladding S.T. (2014) Counselling: A Comprehensive Profession (7th Ed)Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.*
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SEMESTER III
EP 331: COUNSELLING SKILLS AND PSYCHOTHERAPY

OBJECTIVES:

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

1 INTRODUCTION TO COUNSELLING SKILLS [10]

- 1.1 Helpers and Counselling Skills
- 1.2 Creating Your Mind(mind skills)
 - A. Understanding your mind
- a. What is Mind ? b. Levels of mind .
 - B. Empowering your mind.
 - a. Creating self talk.
 - b. Creating visual images.
 - c. Creating rules.
 - d. Creating perceptions.
 - e. Creating Explanations.
 - f. Creating Expectations.
- 1.3 Creating Your Communication and Feelings.
 - A. Verbal Communication .
 - B. Vocal Communication.
 - C. Bodily Communication.
- 1.4 The Client Therapist Relationship.

2. COUNSELLING SKILLS [10]

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

3. COUNSELLING THERAPY [10]

- 3.1 Psychoanalytic Theory
 - a. Freud's Psychoanalysis:
The Instincts, Levels of Mind,
Structure of Personality, Anxiety, Psychosexual Development Process
of therapy and Therapeutic Interventions.
 - b. Jung's Analytical therapy: Basic concepts, Structure of Psyche,
Dynamics of Psyche. Psychological Types Process of therapy &Therapeutic
Interventions
- 3.2 Person-centered Theory ; Carl Rogers
- 3.3 Transactional Analysis : Eric Berne
- 3.4 .Logo Therapy :Victor Frankl .
 - B .Multimodal Therapy ; Arnold Lazarus .

4. BEHAVIOUR AND COGNATIVE THERAPIES [10]

- 4.1 Bandura's Social Cognitive Therapy.
- 4.2 Reality Therapy : William Glasser.
- 4.3 Rational Emotive Behavioural Therapy; Albart Ellis
- 4.4 Cognitive Therapy : Aron Beck.

(3.2 to 4.4: while teaching these therapies following points should be covered. Basic concept, Acquisition, Maintenance, Therapeutic Goals, The process of Therapy, Therapeutic Relationship & Interventions)

BOOKS FOR READING:-

1. Feltham, C. & Horton, I.E. (ed) (2006). *The Sage handbook of Counselling and Psychotherapy* (2nd ed.). London: Sage Publication.
2. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.) Delhi: Pearson education Pte.Ltd.
3. Gelso, C. J., Fretz B.R. (1995) *counselling psychology*. Bangalore: Prism books Pvt.Ltd
4. Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.
5. Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
6. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.
7. Nelson, R., Jones (2000). *Introduction to counselling skills, text and activities* London: Sage Publication.
8. Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.) Delhi: Tata McGraw-Hill.
9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). *The art of happiness: The handbook for living*. Sidney: Hodder.
10. *Deshpande C.G. and et. al. (2010) Samupadeshana: Shasrtiya Prakriya va upayojan. Unmesh Prakashan Pune.*
11. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy: theories and interventions* 4thEdn. Pearson Education: India.
12. Corey, G. (2008). *Theory and practice of group counseling*. Thomson Brooks/Cole: Belmont CA
13. Nelson R ., Jones (2009) *Theory and Practice of Counselling and Therapy* (4th Ed) Sage Publication.
14. *Gladding S.T (2009) Counselling(6th Ed)Pearson Education.*
15. *Gladding S.T. (2014) Counselling: A Comprehensive Profession (7th Ed)Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.*

SEMESTER III
EP 332: PROJECT
PROJECT IN THE AREA OF COUNSELLING PSYCHOLOGY:

GENERAL :

1. Each batch of project should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group, e.g.: comparative & correlational studies.
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

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 , significance of the topic of research project -15 mark
2. Term Paper 2: Review of literature-15 mark
3. Presentation of project report in the classroom -20
(Expert teacher appointed by HOD will be give marks to each student)

b) End of Semester Examination (ESE)-50 Marks

b (1) Evaluation of Project Report-20 mark

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

6. Problem selected, its rationale and significance-3
7. Review work-5
8. Method -05
9. Interpretation ,Discussion & Implication-5
10. Overall quality of the report-2

b (2) Presentation & Viva-voce –30mark

3. Presentation -15 marks
4. 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 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.
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SEMESTER IV
EP 430: GUIDANCE AND CAREER COUNSELLING

OBJECTIVES:

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

1. CAREER COUNSELING: NATURE, PRESENT TRENDS AND FUTURE DIRECTION [10]

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

2. THEORIES OF CAREER DEVELOPMENT [10]

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

3. CAREER COUNSELING: LIFE SPAN APPROACH [10]

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

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

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

BOOKS FOR READING

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

8. Rao, S.N. (2006). *Counseling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
9. Ferthan, C., Horton, I. (ed.) (2006). *The sage handbook of counselling and psychotherapy* (2nd ed.). London: Sage publications.
10. Hecker, J.E., Thorpe, G.L. (2005). *Introduction to clinical psychology: Science, practice & ethics*. Delhi: Pearson Education.
11. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy: theories and interventions* 4thEdn. Pearson Education: India.
12. Corey, G. (2008). *Theory and practice of group counseling*. Thomson Brooks/Cole: Belmont CA
13. Kottler J.A and Shepard D.S (2008) *Counseling theory and Practices*. cehgage learning India Pvt. Ltd.. New Delhi.
14. Chaturvedi R. (2007) *Career Guidance and Counselling*. Crescent Publishing corporation. New Delhi.
15. Kinara A.K (2008) *Guidance and counselling*. Person Education.
16. Kapur Malvika(2011) *Counseling Children with Psychological Problems* (1st) *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.
17. *Gladding S.T. (2014) Counseling: A Comprehensive Profession* (7th Ed)*Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.

SEMESTER IV
EP 431: AREAS OF COUNSELLING

OBJECTIVES:

- 1 To acquaint students with different areas of personal counselling
 - 2 To introduce them to special areas of counselling
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1 HELPING TROUBLED CHILDREN AND ADOLESCENTS [10]

- 1.1 Emotionally Disturbed Children; characteristics, assessment ,measures and treatment.
- 1.2 .a. ADHD ; diagnosis , types ,causes ,treatment.
b. Learning Disabilities ; meaning and definitions ,characteristics ,causes ,identification and educational provisions.
- 1.3 Slow Learners ; definitions ,types ,causes ,identification and diagnosis ,treatment .
- 1.4 Mentally Retarded ; definition and characteristics ,identification ,classification , causes and treatment .

2. FAMILY COUNSELLING [10]

- 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 Family Counselling and Couple Counselling: Nature , Basic Concepts, Principles and techniques
- 2.4 Counselling for Women.

3. COUNSELLING FOR SPECIFIC PROBLEMS [10]

- 3.1 HIV/AIDS; Orientation, Pre-test and Post- test Counselling.
- 3.2 a. P.T.S.D. : Effect of Trauma and interventions
b. Anger Control: Nature and Symptoms, anger and its Associated Problems and Treatment.
- 3.3 Handling suicides and Para suicides. : Nature, Definition and types, Sociological and Psychological Explanation, Suicide Potentiality and Presentation.
- 3.4 Counselling for psychosomatic problems.

4. SPECIAL AREAS OF COUNSELLING [10]

- 4.1 Counselling at Work Place: 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: Pre- retirement and retirement counselling; Old age adjustment strategies.

4.4 Counselling - Sports Anxiety. : Definition, Anxiety and Personality, Effect of anxiety on performance, types of Sports anxiety, Coping Strategies.

BOOKS FOR READING: -

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

EP 432: PRACTICUM

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

1. Case history, genogram of client
2. Primary identification of the problem
3. Psychological / behavioural assessment based on primary identification of problem.
4. Diagnosis of the problem
5. Prognosis
6. Session plan
7. Therapeutic intervention used & its justification.
8. Verbatim report of all sessions
9. Summary and outcome.

GENERAL :

1. Each batch of practicum should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Each student should select clients from hospitals / clinics / rehabilitation centers / schools / colleges / old age homes / families / correctional institutions / NGO set up, etc.
5. Each student should conduct group counselling exercises in organizations / institutes.
6. One teacher supervisor should accompany a group of students.
7. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HoD.

PRACTICUM ASSESSMENT (100MARKS)

2 Continuous(Internal) Assessment and Distribution of Marks (Total 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 problems.- 10 marks

3 End of Semester Examination (ESE)-50 Marks .

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Hypothetical problems will be prepared by External Examiner.
5. Marks for Viva and 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 50 marks for external examination will be as follows ;

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

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