

# **SAVITRIBAI PHULE PUNE UNIVERSITY**

**(Formerly University of Pune)**



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

**MA- Psychology Program**

**Syllabus under NEP for Affiliated Colleges**

**To be implemented from Academic Year 2023-24**

## **Concept Note:**

In the wake of the National Education Policy, 2020 (NEP-2020), we are seeing the overall and significant transformation in nature of educational ecosystem in India. This educational ecosystem has led us to take a critical look at the objectives of the curriculum, and its constantly evolving nature in psychology. A curriculum is not just about the experiences it intends for the learner; it must also factor in content alignment, learning activities, assessment, physical environments and ways of thinking and practicing. Many theorists also underline the importance of the socio-epistemic context in which the curriculum is put to use. Moreover, in times of digital learning and the availability of a variety of teaching and learning materials, it is important to use textbooks but beyond that experiential learning and research aptitude is also significant. The classroom space needs strengthening and expansion in terms of multi-dimensionality. Innovative approaches, for teaching-learning and evaluation, should be adopted in addition to imparting immense value to the skill development and understanding of the ever-changing dynamics between the local and the global. This calls for a careful incorporation of digital technologies with experiential and activity-based learning. In this context, BOS assumes that these changes could be accomplished only through a systematic curriculum. In this backdrop, the present syllabus aims to fulfill the required educational and vocational needs of students. From this perspective, this present syllabus has been prepared.

## **M.A. –I- Psychology**

- This is a 4-semester 88-credit program.
- Each semester shall have 22 credits.
- There are four major mandatory courses and one RM course which are compulsory courses. The students have the choice to select one of the electives offered under the major program.
- Students may opt for exit at the end of the first year of M.A., thereby earning a P.G. Diploma in Psychology.
- This will be earned provided the student has earned the requisite credits and completed the 4-credit On-the-job Training (OJT) during the summer break.
- Eligibility criteria for PG admission– (MA Psychology)- preference will be given as...
  - 1- He/she must have Bachelor degree in psychology.
  - 2- He/ she must have Bachelor degree with psychology subject as general/minor level.
  - 3- Bachelor degree in allied subjects.

## Structure:

### Semester- 1

Course Type	Course Code	Course Name	Credits for semester	Lectures per week
Major Mandatory	PSY501MJ	Cognitive Processes	4	4
Major Mandatory	PSY502MJ	Psychometrics	4	4
Major Mandatory	PSY503MJ	Statistics for Psychology	4	4
RM	PSY541RM	Research Methods in Psychology	4	4
Major Mandatory	PSY504MJP	Psychology Practical: Tests	2	4
Elective (Select any One)	PSY510MJ	Psychology of Adjustment	4	4
	PSY511MJ	Psychology of Aging	4	
	PSY512MJ	Sports psychology	4	
			22 credits	

### Semester- 2

Course Type	Course Code	Course Name	Credits for semester	Lectures per week
Major Mandatory	PSY551MJ	Learning and Memory	4	4
Major Mandatory	PSY552MJ	Biopsychology	4	4
Major Mandatory	PSY553MJ	Personality	4	4
OJT/FP	PSY591OJT PSY592FP	On-the job training/ Field Project	4	4
Major Mandatory	PSY554MJP	Psychology Practical: Experiments	2	4
Elective (Select any One)	PSY560MJ	Media psychology	4	4
	PSY561MJ	Educational psychology	4	
	PSY562MJ	Criminal psychology	4	
			22 credits	

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: COGNITIVE PROCESSES</b>
<b>Course Code</b>	<b>: PSY-MJ-101</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

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

- 1: Define and explain the theoretical foundations of cognitive psychology, including theories, research methods.
2. Illustrate how sensation, attention and perception form the building blocks of cognition.
- 3: Demonstrate an understanding of the cognitive phenomenon of language acquisition and usage.
- 4: Clarify the cognitive phenomena of problem-solving and creativity.

**Unit 1. NATURE AND IMPORTANCE OF COGNITIVE PSYCHOLOGY [15]**

- 1.1 Cognitive Psychology: Definition, nature and scope
- 1.2 History and methods of Cognitive Psychology
- 1.3 Theories of cognitive development – Piaget, Vygotsky
- 1.4 Contemporary approaches of cognitive psychology – Information processing approach, ecological approach
- 1.5 Application: AI; Cognitive map

**Unit 2. SENSATION, ATTENTION AND PERCEPTION [15]**

- 2.1 Sensation – Introduction to psychophysics: Basic concepts: PSE, AT/AL, DL
- 2.2 Attention: Types of Attention, Theories of attention – Bottleneck, automatic vs. controlled processing, integration theory, Signal Detection Theory and Stroop effect.
- 2.3 Perception: Theories of Perception: Top-Down and Bottom-Up theory and Computational model, Gestalt approach
- 2.4 Concepts and categorization: Nature and categorization of concepts, formation of new concepts
- 2.5 Application: Subliminal perception and perceptual defence.

**Unit 3. LANGUAGE: COGNITIVE PHENOMENA [15]**

- 3.1 Structure of language: Phonology, syntax, semantics, pragmatics
- 3.2 Theories of language acquisition: Chomsky's theory, psycholinguistic theory; Factors affecting comprehension
- 3.3 Basic speaking, reading, writing process:
  - (i) Speaking – producing a word and sentence, speech errors
  - (ii) Reading: theoretical approach: the direct access route, the indirect access route
  - (iii) Writing: the cognitive components of writing: working memory, long term memory

- 3.4 Bilingualism and second language acquisition: background, second language proficiency – vocabulary and grammar
- 3.5 Applications: Multilingualism, development in reading ability

**Unit 4. PROBLEM SOLVING, CREATIVITY AND DECISION MAKING [15]**

- 4.1 Problem: Nature, problem solving cycle, types, obstacles and aids
- 4.2 Problem solving approaches – Algorithm; heuristics: means-end analysis, computer simulation, and analogy
- 4.3 Definition of creativity, stages of creativity
- 4.4 Reasoning and decision-making: Types of reasoning, factors influencing decision-making.
- 4.5 Application: Training for developing creativity

**READINGS:**

- Anderson, J. R. (2015). *Cognitive psychology and its implications*. New York: Worth Publishers
- Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
- Borude, R.R. *Bodhanikmanasashastra*. ChhayaPrakashan.
- Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
- Kellogg, R. T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications
- Matlin, M. (1994). *Cognition*. Bangalore: Harcourt Brace Pub.
- Solso, R. L. (2004). *Cognitive Psychology* (6<sup>th</sup> ed). Delhi: Pearson Education.
- Sternberg, R.J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.

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<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: PSYCHOMETRICS</b>
<b>Course Code</b>	<b>: PSY-MJ-102</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

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

- 1: Define and explain the basic concepts necessary for creating a psychological test.
2. Illustrate the usage of psychological assessment in different fields
- 3: Make judgments based on criteria and standards through checking and critiquing of the methods used in the standardisation of different psychological tests
- 4: Develop skills necessary for test construction and standardisation, such as item writing, item analysis etc.

**Unit 1. INTRODUCTION TO PSYCHOLOGICAL TESTING (15)**

- 1.1 Definition, characteristics and classification of psychological tests
- 1.2 General steps in test construction
- 1.3 Ethical issues in psychological testing, copyright of psychological tests
- 1.4 Issues in test administration: bias, cultural fairness
- 1.5 Item bias: Identifying item bias: Intrinsic test bias, Extrinsic test bias:

**Unit 2. ITEM ANALYSIS (15)**

- 2.1. Classical item analysis statistics for knowledge-based tests
- 2.2. Classical item analysis for person-based tests
- 2..3. Item analysis in criterion-referenced testing
- 2.4. Item Difficulty and Item discrimination, Item characteristic curve
- 2.5 The use of Factor Analysis in test construction

**Unit 3. STANDARDIZATION OF TESTS (15)**

- 3.1 Reliability: Concept and types of reliability, Standard errors of measurement
- 3.2. Validity: Concepts and types of validity, validity coefficient, Error of Estimate
- 3.3 Norms: Basic concept and Types, Developmental norms, Within-group norms, standard scores (Types)
- 3.4 Relativity of norms
- 3.5 Interpretation of test scores

#### Unit 4. APPLICATIONS OF PSYCHOLOGICAL TESTING

(15)

- 4.1 Tests of Intelligence: Stanford-Binet, Binet-Kamat, Malin's, Wechsler Intelligence Scale for Children (WISC); Standard Progressive Matrices (SPM)
- 4.2 Tests of Personality: 16PF; NEO-PI,
- 4.3 Tests in field of Clinical Psychology: Minnesota Multiphasic Personality Inventory (MMPI), Rorschach, TAT
- 4.4 Tests in field of Industrial Psychology: FIRO-B, Myers-Briggs Type Indicator (MBTI), Situational judgement tests
- 4.5 Tests in field of Counselling Psychology: WHO Quality of Life Scale, STAI, Depression Anxiety Stress Scale (DASS)

#### READINGS

- Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
- Buros, O. (ed). (1965, 1972). *The mental measurement Year Book*, NJ: Gryphon Press.
- Campbell, E. (1990). *Testing the copyright clause: Copyright protection for educational and psychological tests*. *Neb. L. Rev.*, 69, 791.
- Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International Ltd.
- Cronbach L. J. (1984). *Essentials of Psychological Testing* (4<sup>th</sup> Ed)
- Freeman, F.S. (1965). *Psychological testing*. 3<sup>rd</sup> ed. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
- Nunnally, J.C. and Bernstein, I.H. (1994). *Psychometric theory* (3<sup>rd</sup> ed). NY: McGraw-Hill.
- Selvarajah, K., & Richards, D. (2005). Using Artificial Intelligence to Assist Psychological Testing. In *Artificial Intelligence and Applications* (pp. 573-578).
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
- Whetzel, D. L., Sullivan, T. S., & McCloy, R. A. (2020). Situational judgment tests: An overview of development practices and psychometric characteristics. *Personnel Assessment and Decisions*, 6(1), 1.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: STATISTICS FOR PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-MJ-103</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

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

- 1: Define and explain the basic concepts of statistical methods used in psychology
2. Demonstrate skills for conducting data analysis using different statistical methods
- 3: Demonstrate the skill of choosing the appropriate statistical analysis technique for given data
- 4: Use statistical software to conduct basic statistical analysis

**Unit 1. FUNDAMENTALS OF STATISTICAL METHODS (15)**

- 1.1 Statistics: Definition, Nature and Uses of Statistics; Types of measurement scales
- 1.2 Frequency Distribution, graphical representation of data
- 1.3 Measures of central tendency and variability
- 1.4 Percentile, Percentile Rank, Z-score
- 1.5 Concept of probability, Properties of Normal Distribution Curve and its applications

**Unit 2. CORRELATION AND REGRESSION (15)**

- 2.1 Correlation: Conceptual understanding
- 2.2 Correlation techniques: Pearson, Spearman
- 2.3 Other correlation techniques: Tetrachoric, Biserial, Point Biserial, Phi Coefficient
- 2.4 Partial and Multiple correlation: Conceptual understanding
- 2.5 Linear Regression

**Unit 3. INFERENCE STATISTICS (15)**

- 3.1 Standard Error of Mean and other statistics
- 3.2 Errors in framing Hypothesis, One tailed and two tailed test
- 3.3 Significance of differences between means for independent groups (independent t-test) and dependent groups (paired t-test)
- 3.4 ANOVA: One-way and Two-way
- 3.5 Concept of Repeated Measures ANOVA and ANCOVA

## **Unit 4. NON-PARAMETRIC STATISTICS AND APPLICATION OF COMPUTER SOFTWARES (15)**

- 4.1 Chi Square Test, Yates correction
- 4.2 Tests for independent groups: Mann-Whitney U, Kruskal-Wallis H
- 4.3 Tests for dependent groups: Sign Test, Wilcoxon Signed-Ranks Test
- 4.4 Introduction to Software used in Statistics: Excel, SPSS, R-software, JASP
- 4.5 Application: Conducting data analysis using any software

### **NOTE-**

1. Students can use non-scientific calculator during examination.
2. Calculation exercises in the question paper shall be restricted to the following:
  - a. Percentile and Percentile Ranks
  - b. Applications of Normal Probability Curve
  - c. Product Moment Correlation
  - d. t-test
  - e. One-way ANOVA
  - f. Chi-square Tests, exercises shall be set on only 2x2, Equal probability.
  - g. Questions may also be asked on interpretation of obtained calculations

### **READINGS**

- Aron, A., & Aron, E. N. (2002). *Statistics for the behavioral and social sciences*. Prentice Hall Press.
- Dancey, C. P., & Reidy, J. (2007). *Statistics without maths for psychology*. Pearson education.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage.
- Field, A., Miles, J., & Field, Z. (2017). *Discovering statistics using R*. Sage
- Garrett, H. E. (1953). *Statistics in psychology and education*.
- Guilford J. P. & Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6<sup>th</sup> ed) McGraw – Hill
- Howell, D. C. (2012). *Statistical methods for psychology*. Cengage Learning.
- Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall
- Minium E.W., King B. M., Bear G. (2003). *Statistical Reasoning in Psychology and Education* (4<sup>th</sup> ed). John Wiley & Sons
- Pallant, Julie (2016). *SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS* (6th edition). McGraw-Hill

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<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: RESEARCH METHODOLOGY</b>
<b>Course Name</b>	<b>: RESEARCH METHODS IN PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-RM-104</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

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

- 1: Define and explain the basics of scientific research in applied psychology
2. Differentiate between the different experimental and quasi-experimental methods applicable in psychology
- 3: Summarize the various multivariate research methods used in psychology
- 4: Create a research proposal as per the APA style

**UNIT 1 OVERVIEW OF RESEARCH PROCESS AND SURVEY RESEARCH (15)**

- 1.1. Meaning and Types of research, Overview of basic research concepts; Ethical issues in research
- 1.2. Sampling techniques
- 1.3. Methods of data collection: Primary data and secondary data; selection of appropriate method for data collection
- 1.4. Survey research designs- Cross-sectional, successive independent samples, longitudinal
- 1.5. APA style of preparing research proposal & writing research report

**UNIT 2 EXPERIMENTAL RESEARCH DESIGNS AND SCALING (15)**

- 2.1 Important Concepts Relating To Research Design
- 2.2 Basic Principles and Functions Of Experimental Designs
- 2.3 Between-group research designs
- 2.4 Within-group designs
- 2.5. Scaling: Psychophysical, Psychological

**UNIT 3 QUASI-EXPERIMENTAL DESIGNS AND MUTLIVARIATE RESEARCH (15)**

- 3.1. Single-case designs and small-n research
- 3.2. Quasi-experimental designs: Non-equivalent Control Group Designs, Regression-Discontinuity designs, Cohort designs, Time Series designs
- 3.3. Multivariate techniques: Multiple regression, multivariate analysis of variance, Path Analysis, Structural Equation Modelling (SEM)
- 3.4. Factor analysis: Basic terms, overview of extraction methods, Overview of rotation methods
- 3.5 Higher order factor analysis

## **UNIT 4 QUALITATIVE RESEARCH: INTRODUCTION, PROCESS AND ANALYSIS (15)**

- 4.1 Definition and scope of qualitative research
- 4.2 Qualitative data Collection methods: Qualitative Interviewing, Focus groups, Ethnography, Participant Observation
- 4.3 Qualitative data Analysis 1: Data Transcription method, Thematic Analysis, Grounded theory, Social constructionist discourse Analysis
- 4.4 Qualitative data Analysis 2: Conversation Analysis, Foucauldian discourse analysis, Phenomenology, Interpretative phenomenological analysis, Narrative Analysis
- 4.5 Evaluating and writing up Qualitative research.

### **READINGS**

- Gliner, Jeffrey; Morgan George; Leech Nancy (2017). *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis* (3<sup>rd</sup> Edition). Routledge.
- Howitt, D. (2019). *Introduction to Qualitative Methods in Psychology*. Pearson Education.
- Howitt, D., & Cramer, D. (2020). *Research methods in psychology*. Harlow: Pearson.
- Kerlinger F.N. (1994). *Foundations of behavioral research* (3rd ed)
- Kothari, C. R. (1985). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.
- Singh A.K. (2006). 5th ed. *Tests, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan
- Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). *Essentials of research methods in psychology*.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY PRACTICAL</b>
<b>Course Name</b>	<b>: PSYCHOLOGY PRACTICAL: TESTS</b>
<b>Course Code</b>	<b>: PSY-MJP-105</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 02</b>

**Course outcomes:**

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

1. Learn the importance and certain skills of psychological testing.
2. Apply knowledge of psychological testing to real-world scenarios, such as diagnosing psychological disorders, making educational recommendations, or personnel selection.
3. Exhibit proficiency in administering a variety of psychological tests and assessments.
4. Demonstrate ethical conduct in test administration and interpretation, adhering to relevant guidelines and professional standards.

*\*Note: Only Standardized Test Should be used*

**UNIT 1 GENERAL ABILITY TESTS (any Two): (20)**

1. Intelligence tests: Verbal Test
2. Intelligence tests: Performance Test
3. Judgment and Reasoning
4. Thinking

**UNIT 2 SPECIAL ABILITY TESTS (any One): (10)**

1. Multiple Aptitude Test (any one)
2. Special Aptitude Test (any one)

**UNIT 3 PERSONALITY AND CLINICAL ASSESSMENT TESTS (any Two) (20)**

1. Self-report inventory
2. Projective test: Pictorial
3. Interest inventory
4. Attitude / Values
5. Anxiety/ Depression
7. Autism/ ADHD
8. Neuropsychological Assessment

**UNIT 4 OTHER TESTS (any one) (10)**

1. Stress / Frustration
2. Environmental Assessment

3. Achievement Test
4. Self-Concept

**Important notes:**

**A. General Instructions:**

1. Each batch of practical will 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 will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of the Credit System and National Education Policy.

**Conduct of Practical Examination:**

**B. Evaluation of Practical-(Total 2 Credits)**

1. The total evaluation for the two-credit course will be 50 marks. However, for the convenience of assessment and evaluation, there will be 50 marks for continuous (internal) assessment (1 credit) and 50 marks for End of Semester Examination (ESE, 1 Credit).
2. Continuous (Internal) Assessment of practical -50 marks (1 Credits) There will be internal practical examination after the completion of Three practicals and the division of 50 internal marks like following:

<b>Items</b>	<b>Marks</b>
Punctuality and Attendance in Semester	05
Instruction and Conductance	10
Journal on Three Practical	15
Report writing on given Practical	10
Viva	10
<b>Total</b>	<b>50</b>

Internal examination will be conducted at the departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:

1. Each batch of practical examination will consist of maximum 8 students.
2. Subject teacher and expert appointed by H.O.D. will jointly set the question paper.
3. Each separate batch will only one question paper set.
4. Duration of the internal examination of practical will be 3 hours per batch.
5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.

C.) End of Semester Examination (ESE)-50 marks (1 Credit). The End Semester Examination will be of 50 marks and division of marks like following.

Items	Marks
Instruction and Conductance (internal and external)	10
Journal on Six Practicals (internal and external)	15
Report writing on given Practical (external only)	10
Viva (internal and external)	15
<b>Total</b>	<b>50</b>

The program of the End Semester Examination will be prepared by coordinator appointed by University.

1. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be preferably internal examiner.
2. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.
3. Duration of the End Semester Examination will be 3 hours per batch.
4. Each batch of practical examination will consist of maximum 8 students.
5. Internal and external examiners will jointly set question papers.
6. Each separate batch will have only one question paper set.
7. The question paper will contain problems based on the practicals conducted at the respective centers.
8. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.
9. Though the overall assessment will be made for 100 marks (internal 50 + external 50 marks), the final marks to be submitted to SPPU will be out of 50 marks.

#### **D.) Remuneration to examiners for End Semester Examination**

1. Each question paper will have only one subset per batch. i.e. (Batch-I, A), (Batch-II, B) & (Batch-III, C) the three subsets together will be treated as separate one question paper per batch for billing purpose.
2. Remuneration for question paper setting will be equally divided between the two examiners.

#### **Remuneration details (According to SPPU manual 2019-20)**

1. For PaperSetting Per Paper Rs-715
2. Per Candidate, per Practical Course Rs.- 36 each examiner
3. Model Answer, Scheme of Marking: Rs. 400 /150
4. Marathi version of the question paper.-Rs. 200
5. Allowed staff- Expert Asstt.-1, Laboratory Asstt.-1, Peon-1

#### **READINGS**

Test manuals of the respective tests.

and

Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.

Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.

Cronbach L. J. (1984). Essentials of Psychological Testing (4<sup>th</sup> Ed)

Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory for the behavioural sciences. W.H. Freeman.

Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.

Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.

Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.

Stanley, J.C. and Hopkins, K.D. (1978). Educational and psychological measurement and evaluation. ND: Prentice-Hall of India.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: PSYCHOLOGY OF ADJUSTMENT</b>
<b>Course Code</b>	<b>: PSY-EL-106</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

### **Learning Outcomes:**

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

1. Explain the meaning, determinants, and approaches to adjustment
2. Understand the nature of various relationships and how to make these relationships work
3. Comprehend how to choose a career, adjust to the workplace, and manage work-related issues
4. Understand the concepts of gender, sexual identity and sexual orientation

### **UNIT 1 THE PSYCHOLOGY OF ADJUSTMENT (15)**

- 1.1 Definition, nature of adjustment, personal growth
- 1.2 Determinants of individual Adjustment
- 1.3 Approaches to the psychology of adjustment: Clinical, Healthy-Personality
- 1.4 The Roots of Happiness
- 1.5 Application: Thinking Critically About Mindfulness

### **UNIT 2- ADJUSTMENT IN RELATIONSHIPS AND MARRIAGE (15)**

- 2.1 Kin and family relationship adjustment
- 2.2 Friendship- And Conflict in Friendship
- 2.3 Understanding Love and relationships
- 2.4 Marriage and Marital Adjustment
- 2.4 Divorce and its Aftermath
- 2.5 Application: Making Relationships Work

### **UNIT 3 ADJUSTMENT IN WORK AND CAREER (15)**

- 3.1 Choosing a Career
- 3.2 Models of Career Choice and Development
- 3.3 The Changing World of Work
- 3.4 Coping with work Stress and job burnout
- 3.5 Application: Work-life balance

## **UNIT 4 GENDER AND SEXUALITY**

**(15)**

- 4.1 Gender: Meaning, stereotypes, similarities and differences
- 4.2 Gender Differences: Biological origins, environmental origins
- 4.3 Gender Role expectations; sexism and sexual harassment at workplace
- 4.4 Sexual identity and sexual orientation
- 4.5 Sexual expression and patterns of sexual behaviour

### **READINGS**

- Krish, S. J., Duffy, K. G., Atwater, E. (2013). Psychology for Living: Adjustment, Growth, And Behavior Today. Pearson
- Moritsugu, J., Vera, E. M., Jacobs, J. H., & Kennedy, M. (2016). Psychology of adjustment: The search for meaningful balance. SAGE Publications.
- Nevid, J. S., & Rathus, S. A. (2009). Psychology and the challenges of life. John Wiley & Sons.
- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2014). Psychology applied to modern life: Adjustment in the 21<sup>st</sup> century. Cengage Learning.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: <b>PSYCHOLOGY OF AGING</b></b>
<b>Course Code</b>	<b>: <b>PSY-EL-107</b></b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

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

- 1: Define and explain the basic concept of aging, including theories and research methods.
2. Identify the physical changes associated with aging.
- 3: Summarise the changes in cognitive processing in old age.
- 4: Describe the interaction between personal life and environmental aspects in old age.

**UNIT 1 CONCEPTUAL UNDERSTANDING OF AGING [15]**

- 1.1 Definition, meaning and nature of Aging
- 1.2 Life Span perspective, Demographics of Aging
- 1.3 Issues in studying Adult Development & Aging
- 1.4 Research designs for studying development
- 1.5 Application: Psychological issues in old age homes

**UNIT 2 PHYSICAL CHANGES [15]**

- 2.1 Biological theories of aging (Rate-of-Living theories, Cellular theories, Programmed-Cell-Death theories)
- 2.2 Appearance & Mobility (Changes in Skin, Hair and Voice, Changes in Body build)
- 2.3 Changes in Mobility and its Psychological implications
- 2.4 Brain- behaviour Relationship: Central Nervous System (Neurofibrillary tangles, Plasticity, Amyloid), Autonomic Nervous System (Regulating body temperature, Sleep & aging)
- 2.5 Application: Preventing Parkinson's disease

**UNIT 3 COGNITIVE PROCESSES IN AGING [15]**

- 3.1 Attention Control: Speed of processing, Inhibitory loss, attentional resources
- 3.2 Ageing and Memory: Working memory, Long-term memory and its types.
- 3.3 Factors affecting Age differences in Memory: Automatic retrieval, Misinformation & Memory.
- 3.4 Self-Evaluations of Memory Abilities: Metamemory, Memory monitoring, Memory self-efficacy,
- 3.5 Application: techniques for memory improvement

## UNIT 4 PERSON-ENVIRONMENT INTERACTIONS

[15]

- 4.1 The Congruence Model, Leisure Activities & Retirement
  - 4.2 Lifestyles, Family dynamics, Caregiving
  - 4.3 Grief Process: Elizabeth Kubler-Ross Model, End of Life issues
  - 4.4 Home Modification, Adult day care, Congregate Housing, Assisted living
  - 4.5 Application: Role of Psychology in maintaining mental health in aging
- 

### READINGS

- American Psychological Association (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59, 236-260.
- Baltes, P. B. (1993). The aging mind: potential and limits. *The Gerontologist*, 33, 580-594.
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- Segal, D., Qualls, S., & Smyer, M. (2011). *Aging and mental health* (2nd Ed). NJ: Wiley Blackwell.
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<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: SPORTS PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-EL-108</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

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

- 1: Define and explain the basic foundations of Sports psychology, including history and research methods.
2. Determine the relationship of personality, motivation, and emotion with performance
- 3: Evaluate the role of leadership dynamics in sports
- 4: Create an interventional strategy for a sport

**UNIT 1. BASICS OF SPORT & EXERCISE PSYCHOLOGY (15)**

- 1.1 Introduction: Meaning, Definition and nature of exercise and sports psychology;  
History and Development sports psychology
- 1.2 Relationship of Sports Psychology with other Sports Sciences.
- 1.3 Methods of study in Sports Psychology
- 1.4 Importance of Sport Psychology for Athletes and Coaches

**UNIT 2. PERSONALITY, MOTIVATION AND EMOTION IN SPORTS (15)**

- 2.1 Personality and Performance in Sports (Ice Berg Profile by Morgan)
- 2.2 Motivation-Performance Relationship
- 2.3 Emotion Performance Relationship
- 2.4 Motor Learning in Sport

**UNIT 3. LEADERSHIP AND SPECTATORS IN SPORT (15)**

- 3.1 Introduction to Leadership in Sport. Theories [Trait Theory, Fielders Contingency Theories, Situational Leadership, Hersey and Blanchard's Situational Leadership]
- 3.2 Types of Leadership
- 3.3 Inter-personnel Communication and Coach-Athlete Relationship
- 3.4 Spectators, Types and their Effect on Sport Performance

**UNIT 4. INTERVENTION STRATEGIES IN SPORTS (15)**

- 4.1 Relaxation Procedures: Progressive Relaxation, Autogenic Training, Yoga and Meditation.
- 4.2 Biofeedback
- 4.3 Cognitive Strategies: Imagery, Thought Stopping and Centering, Self-Talk,
- 4.4 Psyching up strategies.

## **READINGS**

- Beauchamp, M. R., & Eys, M. A. (Eds.). (2014). Group dynamics in exercise and sport psychology. Routledge.
- Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
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- Weinberg, R. S., & Gould, D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics.

# SEMESTER-II

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: LEARNING AND MEMORY</b>
<b>Course Code</b>	<b>: PSY-MJ-201</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

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

- 1: Define and explain the fundamental concepts of Learning, including theories and their applications.
- 2: Define and explain the fundamental concepts of Memory, including theories and their applications.
- 3: Summarise the techniques in behaviour modification and memory improvement
- 4: Demonstrate an understanding of phenomena such as distortion of memory, etc.

**UNIT 1. LEARNING: METHODS AND FUNDAMENTAL CONCEPTS (15)**

- 1.1 Learning: definition, types, methods of learning
- 1.2 Conditioning: Classical Conditioning, Instrumental Conditioning
- 1.3 Observational Learning, Latent Learning, Serial Learning
- 1.4 Cultural Influences of Learning
- 1.5 Application: Understanding Systematic Desensitization

**UNIT 2. LEARNING: THEORIES AND APPLICATION (15)**

- 2.1 Learning: Dollard & Millar's theory, Guthrie's theory
- 2.2 Learning: Thorndike, Hull
- 2.3 Neurophysiology of Learning
- 2.4 Transfer of Learning
- 2.5 Application: Understanding Behaviour Modification

**UNIT 3. MEMORY: MODELS AND FUNDAMENTAL CONCEPTS (15)**

- 3.1 Memory: Concepts, types and related phenomena (Episodic memory, declarative memory, Tip-Of-Tongue, Flashbulb)
- 3.2 Models of Memory: Unitary, Dual and Multimodal
- 3.3 Tulving Model, Connectionist Model
- 3.4 Working Memory: George Miller Theory, Visual Sketch Pad, Central Executive
- 3.5 Application: Working Memory & Academic Performance

#### **UNIT 4. MEMORY: FAILURE IN MEMORY**

**(15)**

- 4.1 Forgetting Theories: Psychoanalytic, Trace Decay, Interference, Amnesic theory
- 4.2 Synaptic Plasticity
- 4.3 Distortion of Memory
- 4.4 Eyewitness Testimony (suggestibility, Source Monitoring Error, Outgroup, Homogeneity)
- 4.5 Applications: Educational and Clinical implications of failure in memory

#### **READINGS**

- Baron, R. A. & Mishra, G. (2016). *Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd
- Feldman, Robert (2009). *Understanding Psychology*, 9th edition, Tata McGraw Hill.
- Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
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<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: BIOPSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-MJ-202</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

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

- 1: Define and explain the biological foundations of behavior, including theories, research methods.
2. Carry out or using a procedure for executing, implementing innovative techniques in biopsychology.
- 3: Determine how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing related to physiology and behaviour.
- 4: Make judgments based on criteria and standards through checking and critiquing of the behaviour in various states.

**UNIT 1: INTRODUCTION TO BIOPSYCHOLOGY (15)**

- 1.1: Defining Biopsychology, Nature and scope of biopsychology
- 1.2: Approaches to biopsychology
- 1.3: Methods to study biopsychology
- 1.4: Genetics and Evolution of human behaviour
- 1.5: Application - Lie detector (Polygraph), Brain Mapping and Narcoanalysis

**UNIT 2: NERVOUS SYSTEM (15)**

- 2.1: Neuron- Structure and function, Nerve impulse and synapse
- 2.2: Central nervous system
- 2.3: Peripheral nervous system
- 2.4: Five senses: biological base and behaviour
- 2.5: Application- Neuroplasticity

**UNIT 3: HUNGER, EATING, HEALTH AND MOVEMENT (15)**

- 3.1: Eating: biopsychology
- 3.2: Theories of hunger and eating
- 3.3: Eating: determining factors
- 3.4: Overeating, Body-weight regulation
- 3.5: Application: Movement- Brain Mechanisms

#### **UNIT 4: SLEEP, WAKEFULNESS, DREAMING AND DRUGS**

**(15)**

4.1: Sleep, wakefulness-Brain Mechanisms

4.2: Sleep disorders

4.3: Dreaming – biological perspective

4.4: Five commonly used drugs

4.5: Application- Drugs that affect sleep

#### **READINGS:**

Kalat, James W. (2019). *Biological Psychology* (13<sup>th</sup> Edition). Cengage

Khosala Meetu et all (2019). *Biopsychology*. Published by School of Social Sciences, Indira Gandhi National Open University

Pinel, John P. J.; Barnes Steven J. (2022). *Biopsychology* (11<sup>th</sup> Global Edition). Pearson

Wickens, Andrew (2002). *Foundations of Biopsychology* (2<sup>nd</sup> Edition). Prentice Hall

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: PERSONALITY</b>
<b>Course Code</b>	<b>: PSY-MJ-203</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

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

- 1: Define and explain the fundamental concepts of Personality, including the misconceptions and approaches
- 2: Explain the differences in the psychoanalytic and neo-psychoanalytic theories of personality
- 3: Demonstrate the applications of personality theories in different walks of life
- 4: Observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.

**UNIT 1- INTRODUCTION TO PERSONALITY [15]**

- 1.1. Personality: Definitions, nature and determinants
- 1.2. Misconceptions of personality in society
- 1.3. Characteristics of good personality theory and Evaluation of personality theory
- 1.4. Approaches: Person-Situation interaction, Idiographic & Nomothetic
- 1.5 Application: Role of personality in Industrial set-up

**UNIT 2- PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY [15]**

- 2.1. Classical Psychoanalysis: Sigmund Freud
- 2.2. Carl Jung, Otto Rank
- 2.3. Adler, Horney
- 2.4. Erik Erikson
- 2.5 Application: Role of personality in Clinical set-up

**UNIT 3- TRAIT APPROACHES TO PERSONALITY [15]**

- 3.1. Trait Approach: Concept and History
- 3.2. G. Allport, Raymond Cattell
- 3.3. Hans. J. Eysenck, Five Factor Model – Costa & McCrae
- 3.4 Marvin Zukerman, Martin Seligman
- 3.5 Indian Perspective of Personality and its application

## **UNIT 4- LEARNING, COGNITIVE, HUMANISTIC - EXISTENTIAL APPROACHES TO PERSONALITY**

[15]

- 4.1. Learning Perspectives: Bandura's Observational learning, Julian Rotter's expectancy model
- 4.2. Cognitive Perspectives: Kelly's constructive alternativism
- 4.3. Humanistic Perspectives: Abraham Maslow, Carl Rogers
- 4.4. Existential Positions: Viktor Frankl, Rollo May
- 4.5 Application: Existential vacuum

### **READINGS**

- Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
- Feshbach, S. & Weiner, B. (1991) (3rd ed). *Personality*. Toronto: Health & Co.
- Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4 th Edn. Wiley: India.
- Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
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- Lazarus, R.S. and Monat, A. (1979). *Personality*. Prentice Hall, Inc.
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- London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
- Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall.
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- Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
- Ryckman, R.M. (1978). *Theories of Personality*. D.Van Nostrand Company: New York.
- Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
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<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: OJT/FP</b>
<b>Course Name</b>	<b>: ON-THE-JOB TRAINING (OJT) / FIELD PROJECT</b>
<b>Course Code</b>	<b>: PSY-OJT-204</b>
<b>No. of hours</b>	<b>: 120</b>
<b>No. of Credits</b>	<b>: 04</b>

### **Course outcomes:**

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

1. Balance theoretical understanding with practical experience
2. Understand the requirements of running Mental Health Organizations
3. Demonstrate the practical skills required in the field of mental health

### **Introduction:**

On the job training is one of the best ways to deliver type of specific and continuous learning. On the job training is a form of training provided at the workplace. We have some organisations related to our subject area. Our students need to visit some organisations/institutes related to psychology to understand the workings of those institutes.

### **Format of OJT**

1. Students must complete the 120-hour OJT with any Organisation/ Industry, NGO, Counselling Cell of College, Rehabilitation Centres, Old Age Homes, Remand Homes, Special and Regular Schools, Wellbeing Centres, etc.
2. This will be similar to an internship where the student will have active participation in the work of the organisation in the form of volunteering, helping to run activities for the organisation, etc. so as to improve their mental health skills and knowledge.
  - a. Apart from observation work, students are encouraged to conduct psychological tests (if applicable), create reports for the same, etc.
3. The student must maintain a diary of the work done, and signature of Agency Supervisor (in the NGO, Organisation, etc.) will be taken at the end of the OJT.
4. At the end of the OJT, the Organization must provide a certificate stating that the student has completed the 120-hour internship with that Organization.
5. The student must submit a report of the work done during the 120-hour OJT for the final assessment. The format of the report must be as follows:
  - a. Information about the Organization
  - b. Goal of internship
  - c. Attaching the diary and summary of work done
  - d. Discussion and outcomes – students’ learning out of the internship.
  - e. Conclusion
  - f. References (as applicable).

### **Important notes:**

### **A. General Instructions:**

1. Each batch of OJT will 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 will be required to maintain a diary for this course and obtain the completion certificate from the Agency Supervisor, Teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system and National Education Policy 2020.

### **Conduct of Examination.**

#### **B. Evaluation of OJT - (Total 4 Credits)**

1. There will be 50 marks for continuous (internal) assessment (2 credit) and 50 marks for End of Semester Examination (ESE, 2 Credit).
2. Continuous (Internal) Assessment -50 marks (2 Credits)

The internal assessment will be done by both the teacher-in charge. The division of the 50 internal marks like following:

<b>Items</b>	<b>Marks</b>
Punctuality and Attendance in Semester	25
Viva	25
<b>Total</b>	<b>50</b>

**C.) End of Semester Examination (ESE)-50 marks (2 Credit).** The End Semester Examination will be of 50 marks and division of marks like the following.

<b>Items</b>	<b>Marks</b>
Report	20
Presentation of work done	10
Viva	20
<b>Total</b>	<b>50</b>

The program of the End Semester Examination will be prepared by coordinator appointed by University.

1. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be preferably internal examiner.
2. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.
3. Duration of the End Semester Examination of will be 4 hours per batch.
4. Each batch of practical examination will consist of maximum 8 students.

5. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.

**D.) Remuneration to examiners for End Semester Examination**

1. Remuneration will be equally divided between the two examiners.

- Examiners & Viva= Rs. 150 per student. (As per examination manual (10/08/2019) page no. 28, 4.2)

**Course Name** : **FIELD PROJECT (FP)**

**Course outcomes:**

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

1. Design the complete project as per APA guidelines.
2. Judge the authentic reviews related to concern subject area.
3. Correlate all the concepts related to methodology/ design of research.
4. Articulate research conclusions to society.

**A: Format of FP**

- Field project should be based on survey or qualitative research.
- Survey of any psychological/ psychosocial issues currently faced in society,
- Survey of psychological dynamics of any event
- Survey of prevalence of attitudes in society
- Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
- Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
- Project report should be written in APA format.
- Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

**B: FIELD 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 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**

### **(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

### **(2) Presentation & Viva-voce –30marks**

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

### **C: Note :**

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 48(3)(a)(iv) 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.

### **D: Remuneration to examiners for End Semester Examination**

1. Remuneration will be equally divided between the two examiners.  
- Examiners & Viva= Rs. 150 per student. (As per examination manual (10/08/2019) page no. 28, 4.2)

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>: PAPSY</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY PRACTICAL</b>
<b>Course Name</b>	<b>: PSYCHOLOGY PRACTICAL: EXPERIMENTS</b>
<b>Course Code</b>	<b>: PSY-MJP-205</b>
<b>No. of Hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 02</b>

**Course outcomes:**

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

1. Understand the process of conducting laboratory experiments.
2. Understand the importance of controlled conditions for conducting a laboratory experiment.
3. Develop the capacity to design new experiment on the basis of psychological theory.
4. Understand the importance and application of the experiments.

**UNIT 1. EXPERIMENTS ON LEARNING (any Two) (20)**

1. Problem solving (Hanoi's Tower, Heart & Bow Puzzle, Wiggly Blocks)
2. Method of serial anticipation
3. Conditioning: Verbal or hand withdrawal
4. Retroactive or proactive interference
5. Paired Associate learning
6. Bilateral transfer in Mirror Tracing/maze learning.

**UNIT 2. EXPERIEMENTS ON MEMORY (any one) (10)**

1. Forgetting
2. Short term Memory
3. Effect of Mnemonic strategy on memory
4. The effect of coding on memory
5. Immediate memory
6. Memory for Associated and Un-associated pairs of words
7. Recall and Recognition

**UNIT 3. EXPERIMENTS ON COGNITIVE PROCESS (any Two) (20)**

1. Perceptual Defense
2. Concept formation
3. Mental imagery
4. Rational Learning
5. Stroop effect in serial learning
6. Time perception
7. Phi-Phenomenon
8. Measurement of illusion

**UNIT 4. EXPERIMENTS ON MOTIVATION AND EMOTION (any one) (10)**

1. Determining aspiration level
2. Knowledge of Result (KoR)
3. Zeigarnik Effect
4. Goal Setting
5. Effect of anxiety on performance

**Important notes:**

**A. General Instructions:**

1. Each batch of practical will consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 4 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system and National Education Policy 2020.

**Conduct of practical Examination of Credit System.**

**B. Evaluation of Practical-(Total 2 Credits)**

1. The total evaluation for the two-credit course will be 50 marks. However, for the convenience of assessment and evaluation, there will be 50 marks for continuous (internal) assessment (1 credit) and 50 marks for End of Semester Examination (ESE, 1 Credit).
2. Continuous (Internal) Assessment of practical -50 marks (1 Credits) There will be internal practical examination after completion of Three practicals and the division of 50 internal marks like following:

<b>Items</b>	<b>Marks</b>
Punctuality and Attendance in Semester	05
Instruction and Conductance	10
Journal on Three Practical's	15
Report writing on given Practical	10
Oral	10
<b>Total</b>	<b>50</b>

Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:-

1. Each batch of practical examination will consist of maximum 8 students.
2. Subject teacher and expert appointed by H.O.D. will jointly set question paper.
3. Each separate batch have only one question paper set.
4. Duration of the internal examination of practical will be 4 hours per batch.
5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.

6. Final mark list will be submitted to the H.O.D.

**C.) End Semester Examination (ESE)-50 marks (1 Credit).** The End Semester Examination will be of 50 marks and division of marks like following.

<b>Items</b>	<b>Marks</b>
Instruction and Conductance (internal and external)	10
Journal on Six Practicals (internal and external)	15
Report writing on given Practical (external only)	10
Viva (internal and external)	15
<b>Total</b>	<b>50</b>

The program of the End Semester Examination will be prepared by coordinator appointed by University.

1. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be preferably internal examiner.
2. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.
3. Duration of the End Semester Examination of will be 4 hours per batch.
4. Each batch of practical examination will consist of maximum 8 students.
5. Internal and external examiners will jointly set question papers.
6. Each separate batch will have only one question paper set.
7. The question paper will contain problems based on the practical conducted at the respective centers.
8. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.
9. Overall assessment will be made for 100 marks (internal 50 + external 50 marks), the final marks to be submitted to SPPU.

**D.) Remuneration to examiners for End Semester Examination**

1. Each question paper will have only one subset per batchwise. (Batch-I, A), (Batch-II, B) & (Batch-III, C) the three subsets together will be treated as separate one question paper per batch for billing purpose.
2. Remuneration will be equally divided between the two examiners.

### **Remuneration details (According to SPPU manual 2019-20)**

1. For Paper Setting Per Paper Rs-715
2. Per Candidate, per Practical Course Rs.- 36 each examiner
3. Model Answer, Scheme of Marking: Rs. 400 /150
4. Marathi version of the question paper.-Rs. 200
5. Allowed staff- Expert Asstt.-1, Laboratory Asstt.-1, Peon-1

### **READINGS**

- Fergusson, E. D. (1976). *Motivation: An experimental approach*. Holt Rinehart & Winston.
- Friedenberg, J., Silverman, G. (2006). *Cognitive science: An introduction to the study of mind*. London: Sage Publications.
- Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
- Kothurkar, V.K. (1985). *About learning and memory*. ND: Wiley Eastern.
- Kuppuswamy, B. (1952). *Elementary Experiments in Psychology*. London: Oxford University Press.
- Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 & 2. New Delhi: Concept Publishing Company.
- Sternberg, R.J. (1996). *Cognitive psychology*. NY: Harcourt Brace College Publishers.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: MEDIA PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-EL-206</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course Outcomes:**

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

1. Explain the scope of Media Psychology along with the research methods used in the field.
2. Describe the psychological effects of media, specifically in context of violence and erotica
3. Develop guidelines for responsible media consumption
4. Propose interventions and strategies to mitigate the negative effects of Media exposure and create media campaigns to promote awareness of media's psychological effects

**UNIT 1: OVERVIEW OF MEDIA PSYCHOLOGY (15)**

- 1.1 Media psychology- Definition, scope & objectives.
- 1.2 Psychology and media- An uneasy relationship.
- 1.3 Developments in Media Research.
- 1.4 Research Methods in Media Psychology.
- 1.5 Applications: Understanding different types of media

**UNIT 2: MEDIA: VIOLENCE AND PRO-SOCIAL BEHAVIOUR (15)**

- 2.1 Effects of media violence.
- 2.2 Cognitive Factors in Media Violence
- 2.3 Media and Prosocial Behaviour
- 2.4 Pro-Social Effects of Media
- 2.5 Application: Future Avenues in Media Violence Research

**UNIT 3: PSYCHOLOGICAL EFFECTS AND IMPACT OF MEDIA (15)**

- 3.1 Pornography and Erotica: Definition, History and Effects.
- 3.2 Advertising: The Role of Psychology in Advertising.
- 3.3 Developmental Issues in Media Psychology-Children.
- 3.4 Developmental Issues in Media Psychology- Adolescents.
- 3.5 Application: Parental Mediation.

**UNIT 4: SOCIAL PSYCHOLOGY OF THE MEDIA (15)**

- 4.1 Gender Representation in the Media.

- 4.2 Representations of Minority Groups in the Media.
- 4.3 Media Representations of Disability.
- 4.4 Media Representations of Mental Health.
- 4.5 Application: Audience Participation and Reality T.V.

### **READINGS**

- Baron, R. A., Branscombe, N.R., & Byrne, d. Bhardwaj, G. (2008). *Social Psychology*. (12th ed). New Delhi: Pearson Education, Indian subcontinent adaption 2009.
- Ciccarelli, S. K., Misra, G., & White, J. N. (2009). *Psychology*. Pearson Education India.
- Feldman, R.S.; *Understanding Psychology*. (8th ed.) McGraw- Hill Publication, New York, 2008
- Giles, D. (2003). *Media psychology*. Routledge.
- Karen, E.D.; *Oxford Handbook of Media Psychology*. (1st ed.). Oxford Library of Psychology
- Lahey, B.B. *Psychology: An Introduction*. (9th ed.). McGraw- Hill Publications, New York. 2007

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: EDUCATIONAL PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-EL-207</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

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

- 1: Explain the meaning, scope and nature of educational psychology
- 2: Analyze the influence of growth and development on educational processes and outcomes.
- 3: Develop differentiated instructional strategies to address diverse learner needs effectively
- 4: Apply knowledge of mental health principles to promote well-being and positive learning environments.

**UNIT 1: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY (15)**

- 1.1 Educational Psychology: Meaning and Definitions
- 1.2 Education and Educational Psychology
- 1.3 Nature and Scope of Educational Psychology
- 1.4 Functions of Educational Psychology
- 1.5 Application: Methods of studying behaviour

**UNIT 2: HUMAN GROWTH AND DEVELOPMENT (15)**

- 2.1 Growth and Development-Meaning and Stages
- 2.2 Cognitive or Mental Development.
- 2.3 Emotional Development and Emotional Intelligence
- 2.4 Social and Spiritual Development
- 2.5 Application: Training of Emotions

**UNIT 3: INDIVIDUAL DIFFERENCES (15)**

- 3.1 Individual Differences: Meaning, Nature and Types.
- 3.2 The Gifted and Intellectually Challenged Children
- 3.3 Juvenile Delinquent.
- 3.4 Physically Disabled and Emotionally Disturbed Children.
- 3.5 Application: Provisions for Individual Differences in Schools

**UNIT 4: PERFORMANCE IN THE CLASSROOM (15)**

- 4.1 Factors influencing students' performance.
- 4.2 Enhancing Students' Performance in Traditional and Nontraditional Education
- 4.3 Teacher in classroom: Teacher effectiveness and classroom control

4.4 Learning in the classroom: Social and cultural context

4.5 Motivation to learn: Application of Self-Determination Theory (SDT)

### **READINGS**

Brophy, J. (2010). *Motivating Students to Learn* (3rd edition). New York: Routledge.

Chavan S.S (2006) - *Advanced Educational Psychology*.

Dandapani S. (2000) - *A Textbook of Advanced Educational Psychology*, Anmol Publication Pvt. Ltd, New Delhi.

Frederickson, N., Miller, A. & Cline, T. (2008). *Educational Psychology*. London: Hodder Education.

Hans Raj Bhatia - *A Textbook of Educational Psychology*, Macmillan Ltd.

Mangal S.K. (2011) - *Essentials of Educational Psychology*, PHI Learning Pvt. LTD.

Panda K.C. (1997) - *Education of exceptional children*, Vikas Publishing House Pvt. Ltd. New Delhi.

Rubie-Davies, C. (Ed.) (2011). *Educational Psychology Concepts, Research and Challenges*. New York: Routledge.

Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2012). *Teaching Students with Special Needs in Inclusive Settings* (6th edition). New Delhi: PHI Learning.

Walia J.S. *Foundations of Educational Psychology*, Paul Publishers, Jalandhar.

Woolfolk, A. E., Hoy, A. W., Hughes, M., & Walkup, V. (2008). *Psychology in education*. Pearson Education.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: CRIMINAL PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-EL-208</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>
<b>Elective 3:</b>	

**Course outcomes:**

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

- 1: Define and explain the meaning and scope of criminal psychology, including theories and various schools.
- 2: Explain the influence of psychological disorders on criminal behaviour and the assessment of criminal tendencies
- 3: Identify the different types of criminal behaviour such as cyber-crime, stalking, etc.
- 4: Describe the role of forensic psychology in criminal investigation

**UNIT -1. PSYCHOLOGY OF CRIMINAL BEHAVIOUR [15]**

- 1.1 Definition, nature and scope of criminal psychology.
- 1.2 Psychological Theories of crime (Rational choice theory, trait theory, Developmental theories)
- 1.3 Schools of Criminology – The Pre-Classical School; The Classical School; Neo-Classical School
- 1.4 The Positive School of Criminology: Cesare Lombroso, Enrico Ferri, Raffaele Garofalo, Gabriel Tarde
- 1.5 Application: Crime prevention – Social development, Community, Situational crime prevention

**UNIT-2. TYPES OF CRIMINAL BEHAVIOR [15]**

- 2.1 Psychology of aggression and violence.
- 2.2 Terrorism, Drugs and Crime.
- 2.3 Cyber-crimes (Computer Fraud, Internet Securities Fraud, Identity Theft), Cyber-terrorism
- 2.4 Bullying, harassment, stalking.
- 2.5 Application: Surface Web, Dark Web, Deep Web

**UNIT 3. PSYCHOLOGICAL DISORDERS AND CRIMINAL BEHAVIOUR [15]**

- 3.1 Psychopathy – Juvenile delinquency.
- 3.2 Mentally ill offenders (Paedophilia, OCD, Conduct disorder, Anti-Social Personality Disorder).
- 3.3 Serial killers & Rampage killers, Sex offenders

3.4 Tests used in assessment of Criminal tendencies: MMPI, MCMI, Rorschach

3.5 Application of Psychology in Prison

#### **UNIT 4. FORENSIC PSYCHOLOGY**

**[15]**

4.1 Role of forensic psychology in the investigation of crime.

4.2 Psychological autopsy – and manner of death.

4.3 Psychological profiling and personality of criminals in the context of Law.

4.4 Process of profiling criminal personality

4.5 Application: Lie detection, Polygraph

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#### **READINGS**

Bongar Bruce et al (2007). Psychology of terrorism. Oxford university press.

CJH Series (2010), Handbook on the Crime prevention guidelines, making them work,  
United Nations.

Helen Gavin (2013). Criminological and Forensic Psychology.

Russil Durrant (2018). An Introduction to Criminal Psychology 2nd Edition, Routledge 2018

Sanjeev P. Sahni (2021). Criminal Psychology and the Criminal Justice System in India ,  
Springer· 2021

Siegel, L.J (2003) Criminology, Theories, Patterns, and Typologies (10th Edition)  
Wadsworth, USA.

Taxmann's Cyber Crimes & Laws | Choice Based Credit System (CBCS) B.Com-Hons. 4th  
Edition January 2021

## Theory Paper Evaluation – Question Paper format

Questions should be based on Bloom's taxonomy and quote it in question paper.

	Marks	BTL
Q.1: Answer any one of the following in about 300 words		
a-	10	...
b-	10	...
Q.2: Answer any one of the following in about 300 words		
a-	10	...
b-	10	...
Q.3: Answer any one of the following in about 300 words		
a-	10	...
b-	10	...
Q.4: Answer any one of the following in about 300 words		
a-	10	...
b-	10	...
Q.5: Answer any two of the following in about 150 words		
a-	5	...
b-	5	...
c-	5	...
d-	5	...

**SAVITRIBAI PHULE PUNE UNIVERSITY**

(Formerly University of Pune)

## M.A. –II (PSYCHOLOGY)

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



**M.A.-II**

**2023- PATTERN**

Syllabus under NEP for Affiliated Colleges

## Concept Note:

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

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

## M.A. Psychology

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

## Structure:

### Semester- 3

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

### Semester- 4

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

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

**Course Outcomes:**

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

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

**UNIT 1: Foundations of Ethical and Legal Issues in Psychology**

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

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

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

**UNIT 3 : Laws and Legal considerations in Professional practice**

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

## **UNIT 4: Professional Skill Development**

4.1 Basic Principles of Counselling Relations.

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

4.3 Conflict Resolution & Negotiation Skills

4.4 Reporting Psychometric Assessment Findings.

### **Readings**

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

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

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

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

Protection of Children from Sexual Offences Act 2012.

Prevention of Women Harassment at Workplace Act 2013

Mental Health Care Act 2017

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

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

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

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

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

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

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

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

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

**Course outcomes:**

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

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

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

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

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

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

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

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

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

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

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

**Readings:**

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

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

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

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

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

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

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

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

**Course outcomes:**

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

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

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

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

**UNIT-2: TALENT MANAGEMENT**

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

**UNIT-3: PROFESSIONAL DEVELOPMENT**

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

**UNIT-4: COMPENSATION AND BENEFITS**

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

**READINGS:**

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

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

**Course Outcomes:**

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

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

**Unit 1. INTRODUCTION TO COUNSELLING**

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

**Unit 2 INITIAL DISCLOSURE**

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

**Unit 3 IN-DEPTH EXPLORATION**

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

**Unit 4 COMMITMENT TO ACTION AND TERMINATION**

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

**BOOKS FOR READING:-**

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

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

### **Course Outcomes**

After completion of this course the students will be able:

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

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

1.1 Basic principles of psychodiagnostics

1.2 Difference between psychometrics and psychodiagnostics and its relationship with treatment

1.3 Behavioural assessment, clinical observation, history taking.

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

### **Unit 2: Uses of tests in intellectual, Behavioural settings**

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

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

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

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

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

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

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

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

3.4 California Verbal Learning Test, Bender Gestalt Test

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

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

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

4.3 Clinical analysis questionnaire, IPDE

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

### **Readings:**

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Course Outcomes**

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

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

### **UNIT 1. Fundamentals of Organizational Behaviour**

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

### **UNIT 2. Motivation and Work-Stress in Organization**

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

### **UNIT 3. Leadership, Power and Politics**

- 3.1 Behavioural Approach to Leadership Style

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

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

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

#### **UNIT 4. Organisation structure, Communication, Conflict management**

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

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

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

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

#### **READINGS:**

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

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

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

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

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

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

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

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

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

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

### **Course Outcomes:**

Students will be able to

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

### **Unit 1: Counseling – an Overview**

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

### **Unit 2 : Counselling Skills**

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

### **Chapter 3: Counselling Therapy**

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

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

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

**Readings:**

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

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

### **Course Outcomes:**

Students will be able to

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

#### Unit 1: Foundations of Indian Psychology

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

#### Unit 2: Personality models and major perspectives in Indian Psychology

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

### **Readings**

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

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

**Course outcomes:**

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

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

**UNIT I INTRODUCTION TO HEALTH PSYCHOLOGY**

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

**UNIT II STRESS, LIFESTYLE AND HEALTH**

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

**UNIT III HEALTH BEHAVIOR AND CHANGING HEALTH HABITS**

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

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

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

#### UNIT IV INTERVENTIONS

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

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

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

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

#### **Readings**

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

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

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

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

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

**Course outcomes:**

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

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

**UNIT 1. Introduction to Advanced Social Psychology**

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

**UNIT 2. Social Perception, Cognition, attribution and Stereotyping**

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

**UNIT 3. Interpersonal attraction and close relationships.**

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

**UNIT 4. Application of Social Psychology**

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

4.3 Applying social psychology in health.

4.4 Applying social psychology in family life and interpersonal relationship.

1

**READINGS:**

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

Kenrick, 'Introduction to Social Psychology.

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

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

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

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

### **Course outcomes**

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

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

### **Unit 1: Introduction**

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

### **Unit 2: Youth and Identity**

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

### **Unit 3: Gender and Identity**

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

### **Unit 4: Issues related to Youth, Gender and Identity**

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

4.3. Changing roles and women empowerment

4.4. Encouraging non-gender stereotyped attitudes in youth

**Readings:**

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

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

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

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

**Course outcomes:**

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

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

**GENERAL GUIDLINES**

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

**PREREQUISITES:**

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

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

**Research Proposal Format:**

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

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

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

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

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

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

## **RESEARCH PROJECT ASSESSMENT (100 MARKS)**

### **Continuous Internal Assessment and Distribution of Marks (30 Marks)**

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

### **Semester End Examination (SEE)-70 marks.**

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

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

**Division of 70 marks for SEE will be as follows:**

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

### Semester- 4

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

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

**Course outcomes:**

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

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

**UNIT 1. INTRODUCTION**

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

**UNIT 2. UNDERSTANDING COMMUNITIES**

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

**UNIT 3. MODELS OF COMMUNITY PSYCHOLOGY**

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

**UNIT 4. Community Mental Health: PROMOTION & PREVENTION**

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

**READINGS:**

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

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

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

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

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

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

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

**WEB RESOURCES**

1. Community change in public health- [www.coursera.org](http://www.coursera.org)
2. Foundational Skills for community at health – [www.coursera.org](http://www.coursera.org)

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

### **Course Outcomes**

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

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

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

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

#### **Unit-2: Sexual Disorders and Dissociative Disorders**

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

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

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

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

#### **Unit-4: Substance-Related Disorders**

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

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

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

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

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

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

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

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

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

**Course outcomes:**

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

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

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

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

**UNIT-2: IMPLEMENTING HR**

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

**UNIT-3: INDUSTRIAL RELATIONS AND STRATEGIC HR**

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

**UNIT-4: CONTEMPORARY ISSUES IN HRM**

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

**READINGS:**

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

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

**Course Outcomes:**

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

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

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

**Unit 2: THEORIES OF CAREER DEVELOPMENT**

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

**Unit 3 CAREER COUNSELING: LIFE SPAN APPROACH**

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

**Unit 4 COUNSELING FOR PLANNING AND DECISION MAKING**

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

## **Readings**

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

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

**Course outcomes:**

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

**UNIT 1. Introduction to Psychotherapies and Psychoanalysis**

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

**UNIT 2. Behavioural Therapies**

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

**UNIT 3. Cognitive, Humanistic and Existential Therapies**

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

**UNIT 4. Alternative Psychotherapies and Recent Trends**

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

**READINGS:**

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

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

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

- 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 counselling*. 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). *Behaviour therapy: Techniques and empirical findings*. New York: Harcourt, Brace, Jovanich.
- Stewart, I. (2000). *Transactional analysis counselling in action*. Sage.
- Veereshwar, P. (2002). *Indian systems of psychotherapy*. Kalpaz publications
- Verma, L. (1990). *The management of children with emotional and behavioural difficulties*. Routledge.
- Watts, A. W. (1973). *Psychotherapy: East and West*. Penguin books.
- Woolfe, R. & Dryden, W. (Eds.) (1996). *Handbook of counselling psychology*. Sage.

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

**Course outcomes:**

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

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

**UNIT 1. FOUNDATIONS OF ORGANIZATIONAL DEVELOPMENT**

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

**UNIT 2. PROCESS OF OD INTERVENTION**

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

**UNIT 3. TYPES OF OD INTERVENTIONS I**

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

**UNIT 4 TYPES OF OD INTERVENTIONS II**

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

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

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

**READINGS:**

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

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),

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

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

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

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

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

**Course outcomes:**

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

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

**UNIT 1. Counselling in the Educational Setting and Career Counselling**

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

**UNIT 2.Counselling at Workplace Settings**

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

**UNIT 3. Counselling in clinical settings**

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

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

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

## **READINGS:**

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

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

**Course outcomes:**

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

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

**General Instructions:**

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

**General Guidelines**

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

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

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

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

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

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

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

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

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

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

**Course outcomes:**

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

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

**General Instructions:**

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

**General Guidelines:**

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

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

### **Continuous Internal Assessment and Distribution of Marks (30 Marks)**

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

### **Semester End Examination (SEE) - 70 marks.**

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

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

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

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

**Course outcomes:**

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

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

**General Instructions:**

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

**General Guidelines**

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

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

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

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

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

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

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

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

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

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

**Course outcomes:**

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

1. Complete the dissertation in their field of specialization.

**GENERAL GUIDLINES**

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

**DISSERTATION FORMAT:**

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

**Dissertation order of pages: Quantitative Research**

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

- References: in APA style
- Appendices

### **Dissertation order of pages: Qualitative Research**

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

### **Heading styles as per APA format within text (APA 7<sup>th</sup> Edition, p 47-48)**

**Centered, Bold, Title Case Capitalization** (Level 1)

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

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

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

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

### **References – APA Style formatting**

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

Additional reference guides are available at

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

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

## **DISSERTATION SUBMISSION**

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

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

## **RESEARCH PROJECT ASSESSMENT (150 MARKS)**

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

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

### **Semester End Examination (SEE)-100 marks.**

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

**Division of 100 marks for SEE will be as follows:**

#### **1. Evaluation of Project report (60 marks):**

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

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

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

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



**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