

Anekant Education Society
Tuljaram Chaturchand College of Arts, Science and Commerce,
Baramati

Autonomous

Course Structure for M.A. Psychology (2022 Pattern)
(w.e.f. Academic Year 2023-24)

Program Name: M.A. Psychology
Program Code: PAPS
Class: M.A. Part - II
Semester: III

Semester	Paper Code	Title of Paper	No. of Credits
III	PAPS 231	Personality	04
	PAPS 232	Psychopathology-I	04
	PAPS 233	Psychodiagnostics	04
	PAPS 234	Project	04
	PAPSSEC-I	Advanced skills and processes in counselling	02
	PAPSSEC-II	CBT And REBT: Basics and Applications	02

Syllabus (CBCS) For M.A. Psychology (2022 Pattern)
(w.e.f. Academic Year 2023-24)

Class: M.A. II (Semester – III)

Course Code: PAPS 231

Credit: 04

Title of the Course: Personality

No. of Lectures: 60

A) Course Objectives:

To acquaint the students with:

1. To provide the students with a comprehensive, rigorous and systematic treatment of centrally important theories of personality.
2. To allow the students to observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.
3. To acquaint the students with the applications of personality theories in different walks of life.
4. To develop the ability to compare and contrast different theoretical approaches.
5. To apply theoretical concepts to analyze and interpret case studies, demonstrating the practical application of personality theories in understanding human behavior.
6. To critically examine criticisms and limitations associated with each personality theory.
7. To apply theoretical knowledge to practical settings, such as counselling, clinical contexts, demonstrating the relevance and utility of personality theories in real-world scenarios.

B) Course Outcomes:

- CO1. Students will be able to demonstrate a comprehensive understanding of major personality theories.
- CO2. Students will be capable of critically evaluating research methodologies used in personality psychology.
- CO3. Students will be able to apply personality concepts to real-world scenarios, demonstrating an understanding of how personality influences behaviour, relationships.
- CO4. Students will develop the ability to compare and contrast different theoretical approaches.
- CO5. Students will apply theoretical concepts to analyse and interpret case studies, demonstrating the practical application of personality theories in understanding human behaviour.
- CO6. Students will critically examine criticisms and limitations associated with each personality theory, fostering a nuanced understanding of the strengths and weaknesses of different perspectives.

CO7. Students will be able to apply theoretical knowledge to practical settings, such as counselling, clinical contexts, demonstrating the relevance and utility of personality theories in real-world scenarios.

UNIT-I INTRODUCTION TO PERSONALITY

(15 Lectures)

- 1.1 Definitions and nature of personality
- 1.2 Theories of personality
- 1.3 Applications of personality in counseling and clinical areas
- 1.4 Assessment of Personality

UNIT -II PSYCHOANALYTIC & NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY

(15 Lectures)

- 2.1 Classical Psychoanalysis: Sigmund Freud
- 2.2 Carl Jung
- 2.3 Adler, Horney
- 2.4 Erik Erikson, Erich Fromm

UNIT -III LEARNING, COGNITIVE, HUMANISTIC - EXISTENTIAL APPROACHES TO PERSONALITY

(15 Lectures)

- 3.1 Learning Perspectives: Dollard & Miller, Julian Rotter's expectancy model
- 3.2 Cognitive Perspectives: Kelly's constructive alternativism
- 3.3 Humanistic Perspectives: Abraham Maslow, Carl Rogers
- 3.4 Existential Positions: Viktor Frankl, Rollo May
- 3.5 Kohlberg theory of Moral Development

UNIT - IV TRAIT APPROACH AND CURRENT ISSUES

(15 Lectures)

- 4.1 Trait Approach: History

4.2 G. Allport, Raymond Cattell

4.3 Hans. J. Eysenck, Five Factor Model – Costa & McCrae

4.4 Assessment of Traits Approach's and current Issues

4.5 Current Issues II: Consistency and temporal stability of personality and issues in social desirability.

REFERENCE BOOKS:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality. 4th Edn.*Wiley:India.
2. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). *Theories of Personality.* New York: JohnWiley & Sons.
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5. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach.*N.J.: Prentice-Hall.
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8. Kalat, J. W. (2000). *Biological psychology.* Wadsworth, Inc.
9. Aleem, Sheema (2012). *Theories of Personality.* Dorling Kindersley (India) .
10. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality.* Delhi: Thomson Wadsworth.
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14. McCrae, R.R. & Allik, J. (eds) (2002). *Five-factor model across cultures.*Dordrecht: Netherlands: Kluver.
15. London, H. & Exner, J.E. (1978).*Dimensions of Personality.* New York:Wiley
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17. Franken, R. E. (2007). *Human motivation.* USA: Thomson Higher Education.

18. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons
19. Feshbach, S. & Weiner, B. (1991) (3rd ed). *Personality*. Toronto: Health & Co.
20. Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
21. Kundu, C.L. (1989). *Personality development*. ND: Sterling Pub.
22. Tart, C.T. (ed) (1975). *Transpersonal psychology*. NY: Holt, Rinehart & Winston.

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Semester – III)

Subject: Psychology

Course: Personality

Course Code: PSY5301

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1				3	3			3
CO 2	3			3				3
CO 3			3		3			
CO 4				2		3		3
CO 5	3			3	2	3		
CO 6	3			2	3	2		
CO 7		3	2	3		2	3	

PO1: Research-Related Skills and Scientific Temper

CO2, CO5, CO6: Critical evaluation of research methodologies, application of theoretical concepts to case studies, and examination of criticisms and limitations contribute to research-related skills and scientific temper.

PO2: Effective Citizenship and Ethics

CO7: The application of theoretical knowledge to practical settings, such as counselling and clinical contexts, involves ethical considerations and contributes to effective citizenship.

PO3: Social competence and Communication skills

CO3, CO7: Applying personality concepts to real-world scenarios and practical settings involves effective communication skills and social competence.

PO4: Disciplinary Knowledge

CO1, CO2, CO4, CO5, CO6, CO7: The entire course is dedicated to building disciplinary knowledge in the field of personality psychology, covering major theories, research methodologies, practical applications, and critical examination of theories.

PO5: Personal and Professional Competence

CO1, CO3, CO5, CO6: A comprehensive understanding of major personality theories, application to real-world scenarios, and critical examination of theories contribute to personal and professional competence.

PO6: Self-directed and Life-long learning

CO4, CO5, CO6, CO7: Understanding major personality theories, critically evaluating methodologies, applying concepts to real-world scenarios, and examining criticisms foster self-directed learning and are applicable throughout one's career.

PO7: Environment and Sustainability

CO7: Applying theoretical knowledge to practical settings can contribute to understanding and addressing issues related to environment and sustainability, especially in counselling and clinical contexts.

PO8: Critical Thinking and Problem Solving

CO1, CO2, CO4: The entire course involves critical thinking skills, from understanding major theories to critically evaluating research methodologies, comparing approaches, applying theoretical concepts, and examining criticisms.

Class: M.A-II (Semester-III)
Course Code: PAPS 232
Title of the Course: Psychopathology-I

Subject: Psychology
No. of Lectures: 60

A) Course Objectives:

To acquaint the students with:

1. Latest DSM-5 classification system of Mental Disorders.
2. Various Perspective of Psychopathology.
3. The symptoms and prognosis of different Mental Disorders.
4. To comprehend the definitions and criteria of mental disorders and their historical evolution.
5. To identify and differentiate neurodevelopmental disorders and their respective causes and treatments.
6. To examine anxiety-related disorders, obsessive-compulsive-related disorders, trauma, and stress-related disorders.
7. To understand dissociative disorders, somatic symptom-related disorders, eating disorders, and sleep-wake disorders.

B) Course Outcomes:

- CO1. Understand the ethical and social issues surrounding a diagnosis of abnormality.
- CO2. Examine the impact of biological factors on the development of psychological disorders.
- CO3. Develop an understanding of how social and cultural factors impact the expression of psychological disorders.
- CO4. Demonstrate knowledge of the criteria used to define mental disorders.
- CO5. Identify and differentiate neurodevelopmental disorders like intellectual disability and childhood disorders
- CO6. Evaluate anxiety-related disorders, obsessive-compulsive-related disorders, trauma, and stress-related disorders.
- CO7. Evaluate dissociative disorders, somatic symptom-related disorders, eating disorders, and sleep-wake disorders.

UNIT-I INTRODUCTION TO MENTAL DISORDER AND PARADIGMS OF PSYCHOPATHOLOGY (15 Lectures)

1.1 Definition and Criteria of mental disorder

1.2 Historical Background and Classification of mental disorder According to DSM-5

1.3 Diagnosing Psychological Disorders: DSM-5 and ICD-11

1.4 Various Perspectives in Psychopathology- Biological, Psychoanalytical, Behaviouristic, Cognitive, Humanistic-existential, Diathesis- Stress Model

UNIT -II NEURODEVELOPMENTAL DISORDERS, SCHIZOPHRENIA (15 Lectures)

SPECTRUM & OTHER PSYCHOTIC DISORDERS

2.1 Intellectual Disability: Definition, types, causes and treatment

2.2 Childhood Disorders: Autism, ADHD and Learning Disability

2.3 Schizophrenia: Definition, Subtypes symptoms, etiology and treatments

2.4 Schizophrenia Spectrum and Other Psychotic Disorders

UNIT -III DEPRESSION, ANXIETY, OBSESSIVE-COMPULSIVE, TRAUMA AND STRESS RELATED DISORDER (15 Lectures)

3.1 Depression: Definition, types- Disruptive Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder. Symptoms, causes of and treatments for Depression

3.2 Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder

3.3 Obsessive-Compulsive Related Disorders: Obsessive-Compulsive Disorder (OCD), Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania Disorder

3.4 Trauma and stress related disorder

UNIT-IV DISSOCIATIVE DISORDERS, SOMATIC SYMPTOM RELATED DISORDERS, EATING AND SLEEP-WAKE DISORDERS (15 Lectures)

4.1 Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization.

4.2 Somatic Symptom Related Disorders: Types- Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder

4.3 Eating Disorder: Types- Anorexia Nervosa, Bulimia Nervosa, Causes, Symptoms and Treatment.

4.4 Sleep-wake Disorders: 1) Insomnia, 2) Hypersomnia, 3) Narcolepsy, 4) Breathing related disorder, 5) Sleep-waking, 6) Sleep Terror, 7) Nightmare

REFERENCE BOOKS:

1. American Psychiatric Association: DSM-5 (5th Edn) "*Diagnostic and Statistical Manual of Mental Disorders*",

2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.

3. Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.

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9. Fauman, M.A. (1996). *Study guide to DSM-IV*. Jaypee Brothers.

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12. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry*. New York: Churchill Livingstone.

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15. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.
16. Ray, W.J. (2015). *Abnormal Psychology Neuroscience Perspectives Behaviour and Experience*, Sage Publications India Pvt.Ltd.

Mapping of Program Outcomes with Course Outcomes

Class: M.A-II (Sem III)

Subject: Psychology

Course: Psychopathology-I

Course Code: PAPS232

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1		3							
CO 2	3								
CO 3			3						
CO 4				3					
CO 5				3					
CO 6					3				
CO 7						3			
CO 8									

Justification for the Mapping

PO1: Research-Related Skills and Scientific temper:

CO2:Examining the influence of biological factors on psychological disorders cultivates research-related skills and a scientific temper, enriching the understanding of the etiology of mental health conditions.:

PO2:Effective Citizenship and Ethics:

CO1:Understanding the ethical and social implications of abnormality diagnoses fosters effective citizenship and ethical awareness in navigating mental health contexts.

PO3:Social competence and communication skills:

CO3:Developing an awareness of how social and cultural factors impact psychological disorders enhances social competence and communication skills for culturally sensitive interactions.

PO4:Disciplinary Knowledge:

CO4:Demonstrating knowledge of the criteria for defining mental disorders reflects disciplinary expertise, ensuring a comprehensive grasp of the classification and diagnostic process.

CO5:Identifying and differentiating neurodevelopmental disorders aligns with disciplinary knowledge, providing a nuanced understanding of specific developmental challenges.

PO5:Personal and professional competence:

CO6: Evaluating anxiety-related, obsessive-compulsive-related, trauma, and stress-related disorders contributes to personal and professional competence in assessing and managing diverse psychological conditions.

PO7:Environment and Sustainability:

CO7:Evaluating dissociative disorders, somatic symptom-related disorders, eating disorders, and sleep-wake disorders aligns with environmental and sustainability considerations, promoting holistic well-being in individuals and communities.

Class: M.A.-II (Semester – III)
Course Code: PAPS233
Credit: 04

Title of the Course: Psychodiagnostics
No. of Lectures: 60

A) Course Objectives:

1. To understand the theoretical foundations and principles of psychodiagnostics in clinical psychology.
2. Acquire proficiency in various psychodiagnostic methods and tools used in clinical assessment.
3. Develop skills in differential diagnosis by distinguishing between various psychological disorders.
4. Gain awareness and competence in conducting culturally sensitive psychodiagnostic assessments.
5. To Develop written and verbal communication skills to communicate assessment findings to clients, colleagues and other stakeholders.
6. Developing the ability to integrate data from multiple sources to create a comprehensive understanding of the client's psychological functioning.
7. Understand and adhere to ethical guidelines and standards in the practice of psychodiagnostics.

B) Course Outcomes:

- CO1.Students will demonstrate a broad understanding of key concepts, historical and development, ethical considerations in psychodiagnostics.
- CO2.Students will be able to accurately administer, score, and interpret common psychodiagnostics instruments.
- CO3. Students will be able to apply psychodiagnostics techniques to differentiate similar clinical presentations and make accurate diagnoses.
- CO4. Students will be able to adapt assessment tools and techniques to consider cultural factors and diverse perspectives.
- CO5. Students will prepare clear, concise and clinically relevant reports and presentations based on assessment results.

CO6. Students will demonstrate competency in synthesizing information from standardized tests and other assessment methods to inform treatment planning.

CO7. Students will demonstrate ethical decision-making skills, respect client confidentiality and maintain the highest standards of professional conduct.

CO8. Students will be able to discuss and assess behavioral and clinical problems of clients and making diagnosis, and estimating prognosis.

UNIT-1 PSYCHODIAGNOSTIC PROCEDURE-I

(15 Lectures)

1.1 Structured clinical interview for DSM (SCID) and its types

1.2 A) DSM-5 Self-Rated levels 1 Cross-Cutting symptom Measure- Adult form B)

Parent/Guardian-Rated DSM-5 levels 1 Cross-Cutting symptom Measure- Child form (age 6 to 17), Child Behaviour Checklist (CBCL)

1.3 DSM-5 Clinician-Rated Dimensions of Psychosis Symptom Severity

1.4 WHO Disability Assessment Schedule

UNIT-2 PSYCHODIAGNOSTIC PROCEDURE-II

(15 Lectures)

2.1 Personality Inventories- MMPI-2, MCMI

2.2 Depression & Mania Measure: Becks Depressive Inventory, Hamilton Depression Scale, Altman Self-Rating Mania Scale

2.3 Anxiety & Anger Measures: Taylor's Manifest Anxiety Scale, Spielberger Anger Inventory & Trait Anxiety Inventory (Self Analysis Forms IPAT Anxiety Scale)

2.4 Schizophrenia Measure: Positive Negative Syndrome Scale(PNSS)

UNIT-3 PSYCHODIAGNOSTIC PROCEDURE-III

(15 Lectures)

3.1 Neuropsychological Test: 1) Bender Visual Motor Gestalt Test, 2) Luria- Nebraska Neuropsychological Battery 3) Halstead-Reitan Neuropsychological Battery

3.2 Projective Techniques: Rorschach Ink-Blot Test, 2) Murray TAT, 3) Children Apperception Test

3.3 Diagnostic Test for Special Populations: Infant Development Measures: 1) Bayley Scales of Infant and Toddler Development, 2) Gesell Developmental Schedules

3.4 Intellectual Disability Assessment Techniques: Wechsler's Preschool and Primary Scale of Intelligence, Raven's Colored Progressive Matrices Test, Malin's Intelligence Scale

UNIT-4 COGNITIVE ASSESSMENT & CLINICAL REPORT

(15 Lectures)

4.1 Writing Clinical Report

4.2 Mental State Assessment

4.3 Mini-Mental state Examination (MMSE Cognitive Impairment)

4.4 Family Conflict Assessment Technique: DAS, Family Conflict Scale

REFERENCE BOOKS

1. Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
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9. Anastasi, A., & Urbina, S. (2005). *Psychological Testing*. 7th edn. Pearson Education: India.
10. Wolman, B.B. (ed.) (1975). *Handbook of clinical psychology*. New York: McGraw-Hill.
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12. Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
13. Kapur, M. (1995). *Mental health of Indian children*. New Delhi: Sage.

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15. Rychlak, F. (1973). *Introduction to personality and psychopathology*. New York: Houghton Mifflin.
16. Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences, clinical psychiatry* (7th ed.). New Delhi: B. I. Waverly Pvt. Ltd.
17. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) Dorling-Kindersley(India) Pvt.Ltd. of Pearson Education

Mapping of Program Outcomes with Course Outcomes

Class: M.A.-II (SEM-III)

Subject: Psychodiagnostics

Course Code: PAPS 233

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3			3		2			
CO 2	3			2					
CO 3			3					3	
CO 4	3							3	
CO 5	3		2						
CO 6				3					
CO 7		3			3	3			
CO 8			3					2	

PO1. Research-related skills and scientific temperament

Justification: CO1, CO2, CO4, and CO5 these course outcomes include understanding and applying psychodiagnostics, demonstrating a scientific disposition, and incorporating ethical considerations into research and practice.

PO2. Effective citizenship and ethics

Justification: CO7 directly addresses ethical judgment and professional conduct, aligning with the effective citizenship and ethics program outcome.

PO3.Social competence and communication skills

Justification: CO3, CO5, and CO8 these course outcomes emphasize communication skills, including the ability to differentiate clinical presentations, prepare reports, and discuss and evaluate problems with clients.

PO4. Disciplinary knowledge

Justification: CO1, CO2 and CO6 contribute directly to the acquisition and application of disciplinary knowledge in psychodiagnostics.

PO5. Personal and professional abilities

Justification: CO7 this course outcome ensures the development of personal and professional competence with a focus on ethical decision-making and maintaining professional standards.

PO6. Self-directed and lifelong learning

Justification: CO1 and CO7 these course outcomes encourage students to engage in lifelong learning by understanding key concepts and continuously updating their knowledge in treatment planning.

PO8. Critical thinking and problem solving

Justification: CO3, CO4 and CO8 These outcomes of this course include critical thinking and problem-solving skills, such as differentiating clinical presentations, adopting assessment tools, and evaluating problems for diagnosis and prognosis.

Class: M.A. II (Semester – III)

Course Code: PAPS 124

Credit: 04

Title of the Course: Project

No. of Lectures: 60

A) Course Objectives:

1. To formulate clear and focused research questions relevant to a specific area within psychology.
2. To demonstrate the ability to conduct comprehensive literature reviews, synthesizing existing research to inform their project.
3. To design appropriate and ethical research methodologies, demonstrating an understanding of quantitative, qualitative, or mixed-method approaches.
4. To proficient in using relevant research tools, software, and technologies to collect and analyse data for their projects.
5. To demonstrate an awareness of ethical considerations in research.
6. To analyse and interpret their project's results using appropriate statistical or qualitative methods, drawing meaningful conclusions from the data.
7. To integrate interdisciplinary perspectives, recognizing the connections between their psychology projects and other fields of study.

B) Course Outcomes:

- CO1. Students will be able to formulate clear and focused research questions relevant to a specific area within psychology.
- CO2. Students will demonstrate the ability to conduct comprehensive literature reviews, synthesizing existing research to inform their project.
- CO3. Students will design appropriate and ethical research methodologies, demonstrating an understanding of quantitative, qualitative, or mixed-method approaches.
- CO4. Students will be proficient in using relevant research tools, software, and technologies to collect and analyse data for their projects.
- CO5. Students will demonstrate an awareness of ethical considerations in research.
- CO6. Students will analyse and interpret their project's results using appropriate statistical or qualitative methods, drawing meaningful conclusions from the data.
- CO7. Students will integrate interdisciplinary perspectives, recognizing the connections between their psychology projects and other fields of study.
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PROJECT IN THE AREA OF CLINICAL PSYCHOLOGY

GENERAL

1. Each batch of project should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.

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

PROJECT ASSESSMENT– 100 MARKS

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

1. There will be 40 marks for continuous (internal) assessment and 60 marks for End of Semester Examination (ESE).

a) Continuous (Internal) Assessment of project-40 marks

1. Term Paper 1: Introduction, Definitions of main concepts, rationale, Significance of the topic of research project -10 marks

2. Term Paper 2: Review of literature-10 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)-60 marks

a (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

Problem selected, its rationale and significance-3

1. Review work-5

2. Method -05

3. Interpretation, discussion & implications-5

4. Overall quality of the report-2

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

1. Presentation -20 marks

2. Viva-voce-20 marks

Note:

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

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Semester – III)

Subject: Psychology

Course: Project

Course Code: PAPS 124

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3			3		3		
CO 2	2		3	3		2		
CO 3	2	3	2	3		1		
CO 4	3	3	2	3	2	3		
CO 5	3	2	2			3		
CO 6	2			3	3	3		2
CO 7				3			3	3

PO1: Research-Related Skills and Scientific Temper

CO1, CO2, CO3, CO4, CO5, CO6: Formulating research questions, conducting literature reviews, designing research methodologies, using research tools, and analysing and interpreting data all contribute to research-related skills and scientific temper.

PO2: Effective Citizenship and Ethics

CO3, CO4, CO5: Designing appropriate and ethical research methodologies, using relevant research tools, and demonstrating awareness of ethical considerations contribute to effective citizenship and ethical practices in research.

PO3: Social competence and Communication skills

CO2, CO3, CO4, CO5: All course outcomes involve effective communication skills, from formulating research questions to conducting literature reviews, designing methodologies, using tools, and analyzing and interpreting data. Integrating interdisciplinary perspectives also requires social competence.

PO4: Disciplinary Knowledge

CO1, CO2, CO3, CO4, CO6, CO7: Formulating research questions, conducting literature reviews, designing research methodologies, using tools, and analyzing data are integral to building disciplinary knowledge in the field of psychology.

PO5: Personal and Professional Competence

CO4, CO6: All aspects of the research process, from formulating questions to analyzing and interpreting results, contribute to personal and professional competence.

PO6: Self-directed and Life-long learning

CO1, CO2, CO3, CO4, CO5, CO6: The entire research process, including formulating research questions, conducting literature reviews, designing methodologies, using tools, and analyzing data, involves self-directed learning. These skills are applicable throughout one's career, supporting life-long learning.

PO7: Environment and Sustainability

CO7: Integrating interdisciplinary perspectives recognizes the connections between psychology projects and other fields of study, including those related to environment and sustainability.

PO8: Critical Thinking and Problem Solving

CO6, CO7: Formulating clear research questions, conducting comprehensive literature reviews, designing appropriate methodologies, using research tools, and analyzing and interpreting data all require critical thinking and problem-solving skills.

Skills Enhancement Course (SEC-I)

Class: M.A.-II (Semester – IV)

Course Code: PAPS: SEC-I **Title of the Course:** Advanced skills and processes in counseling

Credit: 02

No. of Lectures: 30

A) Course Objectives:

1. Developing a basic understanding of essential counseling skills.
2. To enable students to demonstrate active listening, empathy and effective communication in counseling contexts.
3. Understanding the importance of the initial assessment phase in counseling.
4. To teach effective session initiation techniques and strategies.
5. To give an in-depth understanding of the counseling process.
6. To emphasize the importance of concluding counseling sessions effectively.
7. To equip students with basic knowledge and practical skills necessary for effective counseling practice.

B) Course Outcomes:

CO1.Students will be able to identify and describe key counseling skills.

CO2.Students will demonstrate active listening and empathy in simulated counseling situations.

CO3.Students will be able to conduct therapeutic assessments to gather relevant client information.

CO4.Students will initiate counseling sessions using appropriate techniques and approaches.

CO5.Students will demonstrate an understanding of the stages involved in the counseling process.

CO6.Students will develop skills to complete counseling sessions in a client-centered manner.

CO7. Students will demonstrate competency in essential counseling skills, assessment, session initiation, counseling process and conclusion and follow-up.

Unit- 1: Skills for Counseling

1.1 Basic Skills

1.2 Advanced Skills

1.3 Characteristics of an Effective Counselor / Therapist.

Unit- 2: Therapeutic Assessment, Agreement and Session Initiation

2.1 Therapeutic assessment, history taking, and formulation, goal setting.

2.2 The agreement and its effects

2.3 Skills for Opening and Closing Sessions

Unit- 3: Process of Counseling

3.1 Initial Phase

3.3 Handling Resistance: Techniques and Applications.

3.4 Transfer and Counter-Transfer

Unit- 4: Conclusion and follow-up and documentation

4.1 Conclusion and follow-up: systems and techniques, sustainable change.

4.2 Documentation

4.3 Legal Meaning

Reference books

1. Faiver, C., Eisengart, S., Colonna, S. (2003). The Counselor Intern's Handbook. Pacific Grove, CA: Brooks/Cole Publishing Company.
2. Martin, D. G. (2011). Counseling and therapy skills. NY: Waveland Pr In.
3. Morsand, J., and Kenny, M. C. (2002). The process of counseling and therapy (4th ed.). Upper Saddle River, New Jersey: Prentice Hall.
4. Wolberg, L.R. (2005). Techniques of Psychotherapy Parts I and II. NJ: Jason Aaronson Inc.
5. Corey, G. (2012). Theory and Practice of Counseling and Psychotherapy. California: Brooks/Cole publication.
6. Morrison, J. (2007). The first interview (3rd ed.). New York, NY: Guilford Press.
7. Perry, W. (2008). Basic counseling techniques: An introductory therapist tool kit (2nd ed.). Bloomington, IN: Author House

Mapping of Program Outcomes with Course Outcomes

Class: M.A.-II (SEM-III)

Subject: Advanced skills and processes in counseling

Course Code: PAPSSEC-I

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1				3					
CO 2		2	3						
CO 3	3								
CO 4			3						
CO 5				3				3	
CO 6		3			3				
CO 7	3				3				

PO1: Research-related skills and scientific temperament

Justification: CO3 and CO7 include performing therapeutic evaluations and demonstrating competence in essential counseling skills, aligned with the program's outcome of developing research-related skills and scientific dispositions.

PO2: Effective Citizenship and Ethics

Justification: CO2 and CO6 emphasize the importance of active listening, empathy and a client-centred approach, contributing to the development of effective citizenship and ethical behavior in counseling practice.

PO3: Social Competence and Communication Skills

Justification: CO2 and CO4 directly address social competence and communication skills with a focus on active listening, empathy and initiating counseling sessions using appropriate techniques.

PO4: Disciplinary Knowledge

Justification: CO1 and CO5 are aligned with program outcomes for disciplinary knowledge, focusing on identifying and describing key counseling skills and understanding the stages of the counseling process.

PO5: Personal and Professional Competence

Justification: CO6 and CO7 contribute to the development of personal and professional competence by emphasizing client-centred approaches and demonstrating competence in counseling skills.

PO6: Self-directed and lifelong learning

Justification: CO1 and CO6 align with self-directed and lifelong learning program outcomes by emphasizing identification of key counseling skills and critical thinking and problem solving in counseling situations.

PO8: Critical Thinking and Problem Solving

Justification: CO5 directly aligns with the program outcome of developing critical thinking and problem-solving skills with an emphasis on their application in counseling situations.

Skills Enhancement Course (SEC-II)**Class:** M.A.-II (Semester –III)**Course Code:** PAPS: SEC-II **Title of the Course:** CBT AND REBT: BASICS AND APPLICATIONS **Credit:** 02**No. of Lectures:** 30**Course Objectives:**

1. Introducing students to CBT and REBT skills and techniques.
2. Familiarizing students to possible applications of the CBT and REBT.
3. Develop Therapeutic Skills in CBT.
4. Explore the Therapeutic Process in REBT.
5. Learn Techniques and Therapeutic Skills in REBT.
6. Apply CBT and REBT to Clinical Disorders.
7. Explore the Applications of CBT and REBT in Workplace Effectiveness and Self-Development.

Course Outcomes:

- CO1. Students will acquire a comprehensive understanding of the theoretical foundations, historical development, and key principles of both CBT and REBT.
- CO2. Students will enhance their ability to apply therapeutic skills in CBT, including active listening, empathy, and effective communication, fostering a therapeutic alliance with clients.
- CO3. Students will enhance their ability to apply therapeutic skills in CBT, including active listening, empathy, and effective communication, fostering a therapeutic alliance with clients.
- CO4. Students will gain insight into the therapeutic process of REBT, including the identification of irrational beliefs, challenging cognitive distortions, and promoting cognitive restructuring.
- CO5. Students will acquire a diverse set of techniques used in REBT, such as disputing irrational beliefs, behavior modification, and homework assignments, and develop the necessary therapeutic skills to implement them.
- CO6. Students will be able to apply CBT and REBT principles to various clinical disorders, demonstrating the ability to tailor therapeutic interventions to the specific needs of clients.
- CO7. Students will understand and apply CBT and REBT techniques to enhance workplace effectiveness, including stress management and performance improvement, as well as explore applications for personal self-development.

Unit 1. Cognitive Behavior Therapy and Process (10)

- 1) Introduction to Cognitive Behavioral Therapy.
- 2) Therapeutic Skills in CBT.
- 3) Assessment and case formulation, Termination and relapse prevention.

Unit 2. Rational emotive behavior therapy: basic concepts and processes (10)

- 1) Introduction to Rational Emotive Behavioral Therapy.
- 2) Therapeutic Process.
- 3) Techniques Used & Therapeutic Skills in REBT.

Unit 3. CBT and REBT applications (10)

- 1) Clinical applications: Applications to disorders.
- 2) Applications to workplace effectiveness.
- 3) Applications for self-development.

Books for reference:

- 1) Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy (8th ed.). California: Thomson Brooks.
- 2) Ellis, A. (1994). Reason and Emotion in psychotherapy: revised and updated. NY: Citadel Press.
- 3) Ellis, A. & Dryden, W. (2007). The Practice of Rational Emotive Behavior Therapy. NY: Springer.
- 4) Graham, P. & Reynolds, S. (2013). Cognitive Behavior Therapy for Children and Families (3rd ed.). London: Cambridge.
- 5) Leahey, R. (2003). Cognitive therapy techniques: A practitioner's guide. NY: The Guilford Press.
- 6) Ellis, A. & MacLeren, C. (1998). Rational Emotive Behavior Therapy: A Therapist's Guide.
- 7) Beck J., & Beck A. (2020). Cognitive Behavior Therapy: Basics and Beyond NY: The Guilford Press.
- 8) फडकेके .एम .आणि जोशीए.,)2016 .(अल्बर्ट एलिस :विचारदर्शन ,शब्दप्रकाशन .
- 9) पांडेसी .आणि चोरघडेएस) .2013 .(माईड प्रोग्रामिंग :मनकरायाप्रसन्न .साकेतप्रकाशन.
- 10) गोडबोलेए .आणि निफाडकरए) .2022 .(सायकोथेरेपीज .मधुश्रीपब्लिकेशन ,पुणे .

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Semester – IV)

Subject: Psychology

Course: CBT AND REBT: BASICS AND APPLICATIONS **Course Code:** PAPSSEC-II

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3			1	3	3		
CO 2	3			2	3	3		
CO 3	3			3	2	3		
CO 4	2	3		3	1	2		
CO 5				2	3	1		3
CO 6				3	2	3		3
CO 7		2	3	3	3	3	2	

Justification for the mapping

PO1: Research-Related Skills and Scientific Temper

CO1, CO2, CO3, CO4: The course emphasizes the importance of self-management, goal setting, and proactive behavior, which are essential skills in conducting research. Students, by learning these skills, enhance their research-related competencies and cultivate a scientific temper.

PO2: Effective Citizenship and Ethics

CO4, CO7: Proactive behavior in personal and professional life is tied to ethical considerations. Effective presentation practice also requires adherence to ethical standards, promoting responsible and ethical citizenship.

PO3: Social competence and Communication skills

CO7: Effective presentation practice contributes to the development of strong communication skills. Social competence is also fostered through positive thinking and proactive behavior in personal and professional interactions.

PO4: Disciplinary Knowledge

CO1, CO2, CO3, CO4, CO5, CO6, CO7: The course focuses on developing personal and professional competencies through self-management, goal setting, positive thinking, and effective presentation practice, contributing to overall disciplinary knowledge.

PO5: Personal and Professional Competence

CO1, CO2, CO3, CO4, CO5, CO6, CO7: The course outcomes directly address the development of personal and professional competence through skills such as self-management, goal setting, and positive thinking.

PO6: Self-directed and Life-long learning

CO1, CO2, CO3, CO4, CO5, CO6, CO7: The course encourages self-directed learning by emphasizing skills like time management, goal setting, and proactive behavior. These skills contribute to a mindset of life-long learning.

PO7: Environment and Sustainability

CO7: Effective presentation practice includes considerations for delivering clear messages, which aligns with the need for environmental sustainability in communication.

PO8: Critical Thinking and Problem Solving

CO5, CO6: Positive thinking, proactive behavior, and effective presentation practice all contribute to critical thinking and problem-solving skills in personal and professional contexts.