



Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Two Year Degree Program in Psychology
(Faculty of Humanities)

CBCS Syllabus

M.A. (Psychology) Part-II Semester –IV

For Department of Psychology
Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2023-2024

Title of the Programme: M.A. (Psychology)**Preamble**

Master's Degree in psychology has been of great demand in the recent years. The need for psychological assistance and guidance has been recognized by all the sections of the society and there is a need of professionals in the field. Application of psychological principles to solve human problems has acquired new dimension with the changing nature of the challenges that the world faces today. Keeping this in mind the present curricula has been framed to provide theoretical as well as practical training in a wide range of specializations that would help the post graduate to be eligible to be employed in the various fields. The course has been redesigned with emphasis not only on the syllabi but also on co-curricular activities such as book reviews/seminars/ presentations/assignments that would be out of the syllabi and constitute a part of the internal assessment.

This course provides broad training to the student toward marketing psychology knowledge and become professional psychologist or trainer. It would facilitate acquiring specialized knowledge, inculcating relevant attitude, values and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge-creation and applications. The course will enable the learners to assume the role of the psychologists for the better development of individuals and society with a positive attitude.

Programme Specific Outcomes (PSOs)

- PSO1.** Students will develop strong observational skills and the ability to identify psycho-social problems in society.
- PSO2.** Equipping students with understanding of application of psychological principles to solve human problems.
- PSO3.** Create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.
- PSO4.** Enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.
- PSO5.** Provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.
- PSO6.** Students would develop in assessment and intervention in neurodevelopment disorders.
- PSO7.** To provide the student an introduction to the processes involved in clinical work and psychodynamic psychotherapy.
- PSO8.** The student will be acquainted with the challenges likely to be encountered while working with difficult patient groups as well as traumatized individuals and communities. In effect the programme will initiate the participants into their future professional life.
- PSO9.** Preparing the clinical psychologists of the future, equipping them with skills and adequate knowledge-bases.
- PSO10.** Students will learn advanced theoretical, empirical and applied knowledge of basic mental processes from cognitive perspective.
- PSO11.** Develop an in-depth understanding of multivariate methods and computer applications to statistics.

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Board of Studies (BOS) in Psychology

From 2022-23 to 2024-25

Sr.No.	Name	Designation
1.	Dr. Shinde V.B.	Chairman
2.	Dr. Waman R.R.	Vice-Chancellor Nominee
3.	Dr. Shitole S. K.	Expert from other University
4.	Dr. Singh Bhupender	Expert from other University
5.	Mr. Shinde Sandip	Industry Expert
6.	Mrs. Shah Smita	Meritorious Alumni
7.	Dr. Dhame G.M.	Member
8.	Dr. Jagtap R.D.	Member
9.	Dr. Awate J.N.	Member
10.	Mr. Londhe D.V.	Member
11.	Mr. Taur Prashant	Student Representative
12.	Ms. Aishwarya Kadam	Student Representative
13.	Ms. Raskar Gunashri	Student Representative
14.	Ms. Shinde Neha	Student Representative

**Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
(Autonomous)**

Course Structure for (M. A. Psychology) Part-II (2024 Pattern)

Sem.	Course Type	Course Code	Course Title	Theory/ Practical	No. of Credits
III	Major (Mandatory)	PSY-601-MJM	Personality	Theory	04
	Major (Mandatory)	PSY -602-MJM (A)	Psychology of Abnormal Behaviour	Theory	04
		PSY -602-MJM (B)	Personnel psychology		
	Major (Mandatory)	PSY -603-MJM (A)	Psychodiagnostics	Theory	04
		PSY -603-MJM (B)	Organizational Behaviour		
	Major (Mandatory)	PSY -604-MJM	Indian Psychology	Theory	02
	Major (Elective)	PSY -611-MJE	Health Psychology	Theory	04
		PSY -611-MJE	Advance Social Psychology		
	Research Methodology (RM)	PSY -621-RP	Research Project	Theory	04
	Skill Development (SDC)	PSY-631-SDC	Communication And Enhancing Personality	Theory	02
Total Credits Semester III					24
IV	Major (Mandatory)	PSY-651-MJM (A)	Psychopathology	Theory	04
		PSY-651-MJM (B)	Human resource management		
	Major (Mandatory)	PSY-652-MJM (A)	Psychotherapies	Theory	04
		PSY-652-MJM (B)	Organizational Development		
	Major (Mandatory)	PSY-653-MJM (A)	Practicum Area of Clinical Psychology	Practicum	04
		PSY-653-MJM (B)	Practicum Area of Industrial Psychology		
	Major (Elective)	PSY-661-MJE(A)	Gender Psychology	Theory	04
		PSY-661-MJE(B)	Psychology of Media		
	Research Project (RP)	PSY-681- RP	Research Project	Project	06
	Skill Development (SDC)	PSY-691-SDC	Psychological First Aid	Theory	02
Total Credits Semester IV					24
Cumulative Credits of Semester III and IV					48

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II

(w. e. from June, 2024)

Name of the Programme	: M.A.
Program Code	: PPSY
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY
Course Name	: PSYCHOATHOLOGY
Course Code	: PSY-651-MJM (A)
No. of Lectures	: 60
No. of Credits	: 04

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 neurodevelopment 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.Students will be able to understand the criteria and symptoms of mental disorder as classified by DSM-5.

CO2.Students will be able to understand and analyze various causes behind mental Disorders

CO3.Studentswill be able to relate approaches of the treatments of mental disorders

CO4.Students will be able to identify and screen individuals showing symptoms of Mental disorders.CO5.Students will be able to develop knowledge about professional and social agenciesthat can help in dealing with mental disorders.

CO6.Examine multiple probable causes and correlates of behaviour.

CO7.Students will be specifically focus on the changes and update related to Neurocognitive Disorder and Substance Related Disorder.

TOPICS AND LEARNING POINTS

UNIT-I SEXUALDISORDERS AND DISSOCIATIVE DISORDERS (15Lectures)

- 1.1Sexual Dysfunctions Causes, symptoms and treatment
- 1.2Gender Dysphoria-Causes, symptoms and treatment
- 1.3Paraphilic Disorder-Causes, symptoms and treatment
- 1.4Dissociative Disorder-Definition and types-Dissociative Identity Disorder, Dissociative Amnesia Dissociative Fugue, Depersonalization

UNIT-II SUBSTANCE-RELATED DISORDERS (15Lectures)

- 2.1 Alcohol Related Disorders-Types, causes, symptoms and treatment
- 2.2Opioids, Cannibis and Hallucinogen Related Disorders
- 2.3 Causes, symptoms and treatment of Substance Related Disorders
- 2.4 Non-Substance Use Disorders-Gambling Disorder, Internet Gaming Disorder

UNIT-III PERSONALITY DISORDERS (15Lectures)

- 3.1 Definition and Clinical Features of Personality Disorders
- 3.2Cluster-A:-Paranoid, Schizoid, Schizotypal Personality Disorder
- 3.3Cluster-B:-Antisocial, Borderline, Histrionic and Narcissistic Personality Disorder
- 3.4Cluster-C:-Avoidant, Dependent and Obsessive-Compulsive Personality Disorder

UNIT-IVNEUROCOGNITIVEANDMENTALDISORDERS (15Lectures)

- 4.1Major and Mild Neurocognitive Disorders-Parkinson's, Huntington's, Alzheimer's disease
- 4.2Causes, Treatment and Prevention of Neurocognitive Disorder
- 4.3 Delirium and Traumatic Brain Injury
- 4.4Suicide-Types, causes and treatment

References:

1. American Psychiatric Association: Text Revision (2022) “*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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5. Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.
6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Edn. Tata McGraw-Hill: New Delhi, India.
7. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
8. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
9. First, M.B. & Tasman, A. (2004). *DSM-IV-TR mental disorders: Diagnosis, etiology, and treatment*. New York: Wiley.
10. World Health Organization (1992). *The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.
11. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry*. New York: Churchill Livingstone.
12. Oltmanns T. F., Emery R. E. (1995) „*Abnormal Psychology*“ Prentice Hall.
13. Sue, D., Sue D. W. & Sue S. (2006) “*Abnormal Behavior*” (8th Ed) Houghton Mifflin Company.
14. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education.
15. Ray, W.J. (2015). *Abnormal Psychology Neuroscience Perspectives Behaviour and Experience*, Sage Publications India Pvt. Ltd. Psychology of Abnormal Behaviour
16. Rajhans, M., Surve, S. & Patil, A. (2018). *Apsamanyanche Manasshastra*. Unmesh Publication, Pune.

Mapping of Program Outcomes with Course Outcomes**Class:** M.A-II (SEMIV)**Subject:** Psychology**Course:** Psychopathology**Course Code:** PSY-651-MJM (A)**Weightage:** 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3						3			
CO 2	3	3				3				
CO 3		3		3						
CO 4				3						3
CO 5			3						3	
CO 6	3					3	3			
CO 7	3						3			3
CO 8										

Justification for the Mapping**PO1: Comprehensive Knowledge and understanding**

CO1, CO2, CO6, and CO7: Comprehensive knowledge and understanding maps to most COs, as understanding symptoms, causes, treatments, and updates related to disorders are fundamental to knowledge in psychology.

PO2: Application of knowledge and skills:

CO3, CO4: Application of knowledge and skills maps to CO3 and CO4, focusing on the practical application of knowledge in diagnosing and treating mental disorders.

PO3: Constitutional, humanistic, ethical and moral values:

CO5: Ethical and moral values ties to CO5, emphasizing the humanistic approach to mental health treatment.

PO4: Employability, job ready skills and entrepreneurship skills:

CO3, CO4: Employability, job-ready skills aligns with CO3 and CO4, focusing on the practical skills needed for mental health professions.

PO5: Autonomy, responsibility and accountability:

PO6: Research skills:

CO2, CO6: Research skills links to CO2 and CO6, requiring investigation into the causes and correlates of behavior.

PO7: Critical and creative thinking:

CO1, CO6, and CO7: Critical and creative thinking ties to CO1, CO6, and CO7, requiring critical analysis and thought in understanding mental health.

PO8: Problem-solving abilities:

PO9: Collaboration and teamwork:

CO5 :(Collaboration and teamwork) is tied to CO5, which involves working with agencies and teams to support individuals with mental disorders.

PO10: Digital and technological skills:

CO4, CO7: Digital and technological skills ties to CO4 and CO7, focusing on the use of digital tools in mental health diagnosis and treatment.

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II

(w. e. from June, 2024)

Name of the Programme	: M.A.
Program Code	: PPSY
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY
Course Name	: HUMAN RESOURCE MANAGEMENT (HRM)
Course Code	: PSY-651-MJM (B)
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

- 1) Gain a comprehensive understanding of the nature, scope, and context of Human Resource Management, including its challenges in both global and Indian scenarios.
- 2) Learn to utilize HR analytics, including descriptive, predictive, and prescriptive methods, to inform HR decisions and improve organizational outcomes.
- 3) Develop skills to implement HR practices effectively, focusing on training, ethical issues, knowledge management, and HRIS.
- 4) Understand the principles of industrial relations, including labor relations, trade unions, dispute resolution, and collective bargaining.
- 5) Learn the concepts and methodologies involved in conducting HR audits to assess and improve HR practices and systems.
- 6) Develop strategic HRM skills to align HR practices with organizational goals, including the use of HR scorecards.
- 7) Explore contemporary issues in HRM, including corporate social responsibility, technology, entrepreneurial setups, and international HRM.

B) Course Outcomes

- CO1. Clearly articulate the nature, scope, and contextual challenges of HRM, both globally and in India.
- CO2. Demonstrate the ability to use descriptive, predictive, and prescriptive analytics to drive HR decisions and strategies.
- CO3. Apply knowledge of training, ethical issues, knowledge management, and HRIS to design and implement effective HR practices.
- CO4. Access and manage industrial relations issues, including labor relations, trade unions, and dispute resolution.

- CO5. Conduct comprehensive HR audits using appropriate methodologies to evaluate and enhance HR practices.
- CO6. Create and implement strategic HRM plans and utilize HR scorecards to align HR practices with organizational objectives.
- CO7. Analyze and respond to contemporary HRM issues such as corporate social responsibility, technological advancements, and international HR practices.

TOPICS AND LEARNING POINTS

UNIT-1: OVERVIEW OF HUMAN RESOURCE MANAGEMENT (15 Lectures)

- 1.1 Nature, Scope, and Context of HRM
- 1.2 HR Challenges: Global and Indian Perspectives
- 1.3 HR Analytics: Overview, Scope, and Importance
- 1.4 Analytical Methods in HR: Descriptive, Predictive, and Prescriptive Analytics

UNIT-2: APPLICATIONS OF HR PRACTICES (15 Lectures)

- 2.1 Training and Development: Impact on Organizational Citizenship Behavior (OCB), Job Satisfaction, Employee Engagement, and Job Involvement
- 2.2 Ethical Issues in HRM
- 2.3 Knowledge Management in HR: Definition, Importance, Process, and Deficits
- 2.4 Human Resource Information System (HRIS): Uses, Functions, Implementation, and Evaluation

UNIT-3: INDUSTRIAL RELATIONS AND STRATEGIC HRM (15 Lectures)

- 3.1 Industrial Relations: Labor Relations, Trade Unions, and Dispute Resolution
- 3.2 Collective Bargaining: Concepts, Processes, and Challenges
- 3.3 HR Audit: Concepts, Methodologies, and Applications
- 3.4 Strategic HRM: Concepts and the HR Scorecard

UNIT-4: CURRENT TRENDS IN HRM (15 Lectures)

- 4.1 Corporate Social Responsibility (CSR) in HRM
- 4.2 Leveraging New Technologies in HRM
- 4.3 HR Strategies for Entrepreneurial and Global Setups
- 4.4 International HRM: Challenges and Best Practices

References:

- 1) Beardwell, J., & Thompson, A. (2017). *Human resource management: A contemporary approach* (8th ed.). Pearson.
- 2) Boudreau, J. W., & Cascio, W. F. (2017). *Investing in people: Financial impact of human resource initiatives* (3rd ed.). Pearson.
- 3) Cascio, W. F. (2006). *Managing human resources: Productivity, quality of work life, profits*. Tata McGraw-Hill.
- 4) Decenzo, D. A., & Robbins, S. P. (1988). *Personnel / human resource management* (3rd ed.). Prentice Hall.
- 5) Dessler, G. (2008). *Human resource management* (10th ed.). Dorling Kindersley India Pvt. Ltd.
- 6) Fitz-enz, J. (2016). *Predictive analytics for human resources*. Wiley.
- 7) Ivancevich, J. M., Konopaske, R., & Matteson, M. T. (2005). *Organizational behavior and management*. Tata McGraw-Hill.
- 8) K. Ashwathapa. (2008). *Human resource management* (5th ed.). Tata McGraw-Hill.
- 9) Lawler III, E. E., & Boudreau, J. W. (2015). *Global trends in human resource management: A twenty-year analysis*. Stanford University Press.
- 10) Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2006). *Human resource management*. Tata McGraw-Hill.
- 11) Pareek, U., & Rao, T. V. (2003). *Designing and managing human resource systems*. Oxford & IBH.
- 12) Pattanayak, B. (2005). *Human resource management* (3rd ed.). Prentice Hall.
- 13) Rasmussen, T., & Ulrich, D. (2015). *Talent wins: The new playbook for putting people first*. Harvard Business Review Press.
- 14) Rao, T. V. (1999). *HR audit: Evaluating the human resource functions for business improvement*. Response Books [A Division of SAGE Publications].
- 15) Redman, T. (2018). *Data driven: Creating a data culture*. Harvard Business Review Press.
- 16) Robbins, S. P., Judge, T. A., & Sanghi, S. (2009). *Organizational behavior*. Pearson Prentice Hall.
- 17) Schultz, D., & Schultz, S. E. (2006). *Psychology and work today* (8th ed.). Pearson Education.

Mapping of Program Outcomes with Course Outcomes**Class:** M.A. II (Sem. IV)**Subject:** Psychology**Course:** Human Resource Management**Course Code:** PSY-651-MJM (B)**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3									
CO2		3		3		3	3			3
CO3	3	2	3	3			3	3		
CO4	3		3					3	3	
CO5		1			3	3		2		
CO6		6		3	2				2	2
CO7	2		2				3			

Justification for the mapping**PO1: Comprehensive knowledge and understanding**

CO1 involves understanding the nature and challenges of HRM, CO3 covers knowledge of HR practices, CO4 deals with industrial relations, and CO7 addresses contemporary HRM issues, all reflecting comprehensive knowledge.

PO2: Application of knowledge and skills

CO2 involves using analytics for HR decisions, CO3 applies knowledge to design HR practices, CO5 focuses on conducting HR audits, and CO6 includes implementing strategic HRM plans, all demonstrating application of skills.

PO3: Constitutional, humanistic, ethical and moral values

CO3 addresses ethical issues in HR practices, CO4 involves managing industrial relations and dispute resolution, and CO7 includes corporate social responsibility, reflecting a focus on humanistic and moral values.

PO4: Employability, job ready skills and entrepreneurship skills

CO2 involves using analytics and strategies applicable in the HR field, CO3 covers practical HR practices, and CO6 includes strategic planning, all contributing to job readiness and employability.

PO5: Autonomy, responsibility and accountability

CO5 involves conducting independent HR audits and CO6 includes creating and implementing strategic plans, requiring autonomy, responsibility, and accountability.

PO6: Research skills

CO2 involves using analytics, which requires research skills, and CO5 includes conducting HR audits, which involves research methodologies.

PO7: Critical and creative thinking

CO2 requires critical thinking in using analytics, CO3 involves creative application of HR knowledge, and CO7 requires analyzing contemporary issues, all demonstrating critical and creative thinking.

PO8: Problem-solving abilities

CO3 involves solving HR issues, CO4 addresses managing industrial relations, and CO5 includes enhancing HR practices through audits, all of which involve problem-solving skills.

PO9: Collaboration and teamwork

CO4 involves managing labor relations and trade unions, requiring teamwork, and CO6 includes implementing HRM plans, which often requires collaboration with various stakeholders.

PO10: Digital and technological skills

CO2 involves using predictive and prescriptive analytics, reflecting digital skills, and CO6 includes utilizing HR scorecards and strategic planning tools, requiring technological proficiency.

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

Name of the Programme	: M.A.
Program Code	: PPSY
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY
Course Name	: PSYCHOTHERAPIES
Course Code	: PSY-652-MJM (A)
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

1. To provide a comprehensive understanding of various psychotherapeutic theories and models.
2. To discuss the assessment and diagnostic process involved in clinical psychology.
3. To explore how treatment plans are developed in clinical psychology, taking into account the individual needs and characteristics of the client.
4. To emphasize the importance of evidence-based practice in psychiatry and to introduce students to research supporting the effectiveness of various therapeutic modalities.
5. To explore specific therapeutic techniques and interventions used in various psychotherapies.
6. To consider cultural and diversity in psychotherapy, emphasizing the need for culturally competent and sensitive practice.
7. To understand how treatment progress is evaluated and how clinicians monitor and adjust therapy based on client feedback and outcomes

A) Course Outcomes

After completion of this course the students will be able:

- CO1. Students should develop a strong understanding of the theoretical underpinnings of different psychotherapy models.
- CO2. Students should acquire the skills to perform clinical assessments, diagnoses, and develop plans based on the unique needs of the client.
- CO3. Students should become familiar with a range of therapeutic techniques and interventions and understand their application in clinical practice.

CO4. Students should appreciate the importance of using research and empirical evidence to inform their clinical judgment and treatment choices.

CO5. Students should gain awareness of cultural factors and be able to adapt therapeutic approaches to meet the diverse needs of clients.

CO6. Students should be able to communicate and communicate effectively with clients, fostering positive therapeutic relationships.

CO7. Students should develop the ability to critically evaluate and adapt therapeutic interventions based on client progress and individual cases

TOPICS AND LEARNING POINTS

UNIT-I INTRODUCTION TO PSYCHOTHERAPY (15 Lectures)

- 1.1 Nature, definition and objectives of psychotherapies, Therapeutic processes
- 1.2 Psychotherapeutic Basic Skills
- 1.3 Psychoanalytic Therapies: Classical & Modern
- 1.4 Transactional Analysis

UNIT-II BEHAVIOUR THERAPIES (15 Lectures)

- 2.1 History and background of behavior therapy
- 2.2 Systematic Desensitization & Flooding, Implosive Therapy, Behavioral Exercises, Dialectical behaviour therapy
- 2.3 Behavioral Parent training (BPT)
- 2.4 Assertiveness Training

UNIT-III COGNITIVE, HUMANISTIC AND EXISTENTIAL THERAPY (15 Lectures)

- 3.1 Cognitive Therapies: A) REBT B) Mindfulness and 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

UNIT-IV ALTERNATIVE PSYCHOTHERAPIES AND RECENT TRENDS (15 Lectures)

- 4.1 Lazarus multimodal therapy
- 4.2 Eastern therapies: a) Vipassana, Zen Buddhism, b) Yoga therapy
- 4.3 Family therapy
- 4.4 Recent trend in Psychotherapies, Narrative, Play, Art, Music & Dance therapies

Reference Books

1. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) Dorling Kindersley (India) Pvt. Ltd. of Pearson Education.
2. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy: theories and interventions* 4thEdn. Pearson Education: India.
3. Corey, G. (2008). *Theory and practice of group counseling*. Thomson Brooks/Cole:Belmont CA
4. Corsini, R.J. & Wedding, D. (Eds.) (1995). *Current psychotherapies*. Itasca, Ill.: F.E.Peacock.
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6. Nelson R., Jones (2009) *Theory and Practice of Counseling and Therapy* (4th Ed) Sage Publication.
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Mapping of Program Outcomes with Course Outcomes

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

Subject: Psychotherapies

Course Code: PSY 653 MJM (A)

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	PO 10
CO 1	3	3				3	3			
CO 2		3			3	3	3	3		
CO 3			3							3
CO 4						3				
CO 5					3				3	
CO 6										3
CO 7										

Justification for the mapping

PO1: Comprehensive knowledge and understanding

Co1 Understanding psychotherapeutic models are the foundation of knowledge in the field of psychology A comprehensive understanding requires knowledge of therapeutic techniques.

PO2: Application of knowledge and skills

CO2 Clinical assessment and diagnosis involve applying theoretical knowledge directly to real-world settings. Application of techniques to clinical practice is important.

PO3: Constitutional, humanistic, ethical and moral values

CO3 Sensitivity to cultural factors directly relates to ethical and humanistic values.

PO4: Employability, job ready skills and entrepreneurship skills**PO5: Autonomy, responsibility and accountability**

CO5 Evaluating and adjusting interventions requires autonomous decision-making and responsibility for outcomes. Effective communication with clients is key to taking responsibility for treatment outcomes.

PO6: Research skills

Justification: Course Outcome 4 directly aligns with the program outcome of developing skills by emphasizing the importance of incorporating research and empirical.

PO7: Critical and creative thinking

Justification: CO1, CO3 and CO7 include critical thinking to evaluate and adapt interventions, aligning with the development of critical thinking and problem-solving skills.

PO8: Problem-solving abilities

CO2 Creating client-specific treatment plans require strong problem-solving skills.

PO9: Collaboration and teamwork

CO3 Many therapeutic settings require working with teams, so applying techniques in coordination with others is essential.

PO10: Digital and technological skills

Knowledge of and application of new digital therapeutic tools (e.g., teletherapy) would require digital proficiency

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

Name of the Programme	: M.A.
Program Code	: PAPSY
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY THEORY
Course Name	: ORGANISATIONAL DEVELOPMENT
Course Code	: PSY-652-MJM (B)
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

- 1) To provide a comprehensive understanding of the meaning, nature, values, assumptions, and systems theory underlying Organizational Development (OD).
- 2) To familiarize students with various approaches to OD, including laboratory training, survey research, action research, socio-technical, and socio-clinical methodologies.
- 3) To examine the forces for organizational change, identify resistance factors, and learn strategies to overcome resistance effectively.
- 4) To explore various theories and models of planned change, including Lewin's three step model, Kotter's eight-step plan, the Burke-Litwin model, and normative-re-educative strategies.
- 5) To understand the process of diagnosing organizational systems and processes, including the use of models such as the Six-Box model, and to manage change programs.
- 6) To classify and understand different types of OD interventions such as team interventions, conflict management, and structural interventions, and their practical applications.
- 7) To equip students with the skills needed to apply various OD interventions and techniques, including comprehensive interventions and training techniques for enhancing organizational effectiveness.

A) Course Outcomes

After completion of this course the students will be able:

CO1. Students will be able to clearly explain the fundamental concepts, values, and systems theory underlying Organizational Development.

AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

- CO2.** Students will be able to critically evaluate and compare different approaches to OD, including laboratory training, survey research, action research, socio-technical, and socio-clinical methodologies.
- CO3.** Students will demonstrate the ability to analyze forces of organizational change, identify resistance factors, and apply strategies to manage resistance effectively.
- CO4.** Students will be able to apply different models of planned change such as Lewin's, Kotter's, and the Burke-Litwin models to real-life organizational scenarios.
- CO5.** Students will be proficient in diagnosing organizational issues using models like the Six-Box model, and implementing suitable change management strategies.
- CO6.** Students will critically assess various OD interventions, such as team and structural interventions, and their impact on organizational performance.
- CO7.** Students will demonstrate the ability to apply OD techniques and training methods such as behavior modeling, coaching, and mentoring to enhance organizational effectiveness.

TOPICS AND LEARNING POINTS

UNIT 1: INTRODUCTION TO ORGANIZATIONAL DEVELOPMENT (15 Lectures)

- 1.1 Meaning and Nature of Organizational Development: Values, Assumptions, and Beliefs in OD; Systems Theory of OD
- 1.2 Approaches to OD: Laboratory Training, Survey Research and Feedback, Action Research, Socio-Technical, and Socio-Clinical Approaches
- 1.3 Organizational Change: Definition, Forces for Change, Resistance to Change, Strategies for Overcoming Resistance
- 1.4 Theories of Planned Change: Lewin's Three-Step Model, Kotter's Eight-Step Plan, Burke-Litwin Model, Normative-Re-Educative Strategy

UNIT 2: PROCESS AND COMPONENTS OF OD INTERVENTION (15 Lectures)

- 2.1 Diagnosis in OD: Diagnosing Systems and Processes, Six-Box Model
- 2.2 Change Management: Phases, Models for Managing Change, Parallel Learning Structures
- 2.3 OD Interventions: Nature, Guidelines, and Classifications
- 2.4 OD Interventions Specific to Indian Organizations

UNIT 3: TEAM AND STRUCTURAL INTERVENTIONS (15 Lectures)

- 3.1 Team Interventions: Characteristics of Effective Teams, Team Building Meetings, Group Diagnostic Meetings, Process Consultation, Gestalt Approach
- 3.2 Team Building Techniques: Exercises, Role-Focused OD Interventions

3.3 Conflict Resolution Interventions: Third-Party Peace-Making, Walton's Approach, Principled Negotiations, Conflict Management Techniques

3.4 Structural Interventions: Self-Managed Teams, MBO (Management by Objectives), Quality Circles, Total Quality Management, Re-Engineering

UNIT 4: COMPREHENSIVE OD INTERVENTIONS (15 Lectures)

4.1 Comprehensive OD Interventions I: Search Conferences, Future Search Conferences, Confrontation Meetings, Strategic Management Activities

4.2 Comprehensive OD Interventions II: Real-Time Strategic Change, Stream Analysis, Survey Feedback Method, Appreciative Inquiry

4.3 Advanced OD Models: Grid Organizational Development, Schein's Cultural Analysis

4.4 Training Techniques for OD: Behavior Modeling, Life and Career Planning, Coaching and Mentoring, Instrumented Training

References:

1. French, W. L., & Bell, C. H. (1999). *Organizational development: Behavioral science interventions for organization improvement* (6th ed.). Prentice-Hall.
2. Ramanarayan, S., Rao, T. V., & Singh, K. (Eds.). (1988). *Organizational development: Interventions and strategies* (2007 reprint). Response Book (a division of Sage Publications).
3. French, W. L., Bell, C. H., & Zawacki, R. A. (2006). *Organizational development and transformation: Managing effective change*. Tata McGraw-Hill.
4. Pareek, U., & Rao, T. V. (2003). *Designing and managing human resource systems*. Oxford & IBH.
5. McGill, M. E. (1997). *Organizational development for operating managers*. American Management Association.
6. Greenberg, J., & Baron, R. A. (2005). *Behavior in organizations* (8th ed.). Pearson Education.

Mapping of Program Outcomes with Course Outcomes**Class:**M.A. II(Sem. IV)**Subject:** Psychology**Course:** Organizational Development**Course Code:** PSY-653-MJM (B)**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO1 0
CO1	3									
CO2	2					3	3			
CO3		3			3		2	3		
CO4		2		2				2		3
CO5		3			2			3		2
CO6			3		3	1	3			
CO7		3		3					3	

Justification for the mapping**PO1: Comprehensive knowledge and understanding**

CO.1: This CO ensures that students acquire comprehensive knowledge and understanding of organizational behavior, including its historical context and the current challenges, promoting a solid foundation in the subject.

PO2: Application of knowledge and skills

CO.2: By evaluating different OB models, students are required to apply their knowledge to analyze and understand the practical implications of these models on various aspects of organizations, honing their application skills.

PO3: Constitutional, humanistic, ethical and moral values

CO.3: This CO emphasizes understanding organizational culture through different cultural dimensions, promoting awareness of cultural diversity and ethical values in the organizational context.

PO4: Employability, job ready skills and entrepreneurship skills

CO.4: The exploration of motivation theories and strategies enhances students' job-ready skills by providing them with insights into how to effectively motivate individuals within an organizational setting.

PO5: Autonomy, responsibility and accountability

CO.5: Understanding stress management strategies contributes to developing autonomy, responsibility, and accountability by preparing students to deal with workplace stress effectively, ensuring personal and organizational well-being.

PO6: Research skills

CO.6: The analysis of various leadership approaches requires students to delve into research on behavioral, contingency, and emerging leadership theories, enhancing their research skills in the field of organizational behavior.

PO7: Critical and creative thinking

CO.7: This CO encourages critical thinking by requiring students to explore and analyze the impact of organizational structures, communication effectiveness, and conflict resolution strategies on organizational success.

PO8: Problem-solving abilities

CO.7: By exploring different organizational structures and analyzing conflict resolution strategies, students develop problem-solving abilities relevant to organizational behavior challenges.

PO9: Collaboration and teamwork

CO.7: Understanding effective communication, negotiation strategies, and the role of empowerment promotes collaboration and teamwork skills essential for organizational success.

PO10: Digital and technological skills

CO.7: In today's digital age, effective communication and understanding of organizational structures require digital and technological skills, aligning with PO10.

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II

(w. e. from June, 2024)

Name of the Programme	: M.A.
Program Code	: PAPSY
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY PRACTICUM
Course Name	: CASE STUDIES IN CLINICAL PSYCHOLOGY
Course Code	: PSY-653-MJM (A)
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

1. Describe an individual's situation and identify the key issues of the case.
2. Analyse the case using relevant theoretical concepts from your unit or discipline.
3. To acquiring new competencies and skills needed for a job in a real or to real working environment.
4. To use of particular tools or equipment in a live-work practice and training environment.
5. To balance theoretical understanding with practical experience.
6. To demonstrate the practical skills required in the field of mental health.
7. To get a firsthand experiential learning at all the work procedures they can expect to encounter

B) Course Outcomes

After the completion of this course students will gain:

- CO1. Students will understand the basics of mental health work environment.
CO2. Improve the ability of working in the mental health organizations.
CO3. Students will know the more about his/her own strengths to deal with experiential learning.
CO4. Students will be able to understand the skills in a workplace situation.
CO5. Students will get knowledge about practical skills with demonstration learning process.
CO6. Students will understand the role of professional expertise in day today life.
CO7. Students will learn how to get success on job place.

TOPICS AND LEARNING POINTS

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/ICD11
 - 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 (40 Marks).

1. Presentation of two case report and viva (latest by five weeks from the commencement of the semester)-20 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)-60 Marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed as per the rules of 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 60marks for external examination (SEE) will be as follows:

1. Analysis of 2 hypothetical problems (30marks, i.e.15markseach)-1½hours.
2. Viva-20marks
3. Exercisereports-20marks

Mapping of Program Outcomes with Course Outcomes

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

Subject: Case studies in clinical psychology

Course Code: PSY-654- MJM

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

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3									
CO 2		3		3				3	3	
CO 3	3		3				3			
CO 4		2		3				3		
CO 5					3					
CO 6			3		3	3				
CO 7				3			3			3

Justification for the mapping

PO1: Comprehensive knowledge and understanding

CO1 provides basic knowledge and understanding of the mental health work environment, aligns with PO1 and encourages the application of this understanding in alignment with PO2.

PO2: Application of knowledge and skills

CO2 focuses on practical work in mental health institutions, job-ready skills (PO4) and teamwork (PO9), which is essential in such an environment.

PO3: Constitutional, humanistic, ethical and moral values

CO3 emphasizes self-awareness and the use of experiential learning, linking it to deep knowledge (PO1) and critical thinking skills (PO7).

PO4: Employability, job ready skills and entrepreneurship skills

CO4 aims to understand students' workplace skills, to apply knowledge in real life (PO2)

and improve employability (PO4).

PO5: Autonomy, responsibility and accountability

CO5 emphasizes practical skills and learning through demonstration, ensuring students can apply knowledge responsibly

PO6: Research skills

CO6 links professional expertise with day-to-day life, fostering responsibility and autonomy (PO5), and reflecting ethical and moral values (PO3).

PO7: Critical and creative thinking

CO7 focuses on practical skills for workplace success, linking directly with job readiness (PO4) and the use of technology for career advancement (PO10).

PO8: Problem-solving abilities

Understanding workplace skills prepares students for job readiness (PO4), practical application (PO2), and problem-solving (PO8).

PO9: Collaboration and teamwork

Working in mental health organizations improves employability (PO4), practical application (PO2), and collaboration skills (PO9).

PO10: Digital and technological skills

Success in the workplace requires employability (PO4) and technological proficiency (PO10).

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

Name of the Programme	: M.A.
Program Code	: PAPSY
Class	: M.A. II
Semester	: IV
Course Type	: MAJOR MANDATORY PRACTICUM
Course Name	: Practicum in the Area of Industrial Psychology
Course Code	: PSY-653-MJM (B)
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

- 1) To provide hands-on experience with key concepts and techniques used in industrial and organizational psychology, such as job analysis, performance appraisal, and competency mapping.
- 2) To develop practical skills in the application of psychological principles to real-world organizational settings through field exercises and case studies.
- 3) To foster critical thinking and problem-solving abilities in analyzing workplace behaviors and organizational dynamics.
- 4) To enable students to design and validate psychometric tests and tools relevant to organizational contexts.
- 5) To enhance students' competencies in conducting interviews, group testing, and other assessment techniques used in organizations.
- 6) To promote ethical standards and professional conduct while interacting with organizational stakeholders and conducting research.
- 7) To strengthen students' ability to prepare comprehensive reports and communicate findings effectively to various organizational stakeholders.

B) Course Outcomes

- CO1. Students will demonstrate the ability to apply theoretical knowledge in practical settings through job analysis, performance appraisal, and other exercises.
- CO2. Students will exhibit skills in designing, administering, and interpreting various psychological assessments and tools used in organizations.
- CO3. Students will develop proficiency in collecting, analyzing, and interpreting data from real-world organizational contexts.
- CO4. Students will create and validate psychometric tools tailored to specific organizational needs.
- CO5. Students will exhibit the ability to critically assess organizational issues and offer evidence-based recommendations for improvement.
- CO6. Students will produce well-organized, professionally formatted reports that summarize

findings from their practicum activities.

CO7. Students will demonstrate ethical and professional behavior in conducting field exercises and interacting with organizational members.

Topics and Learning Points

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)

1. Continuous Internal Assessment and Distribution of Marks (40 Marks)
2. Presentation of one exercise and viva (latest by five weeks from the commencement of the semester)-10 marks.
3. Hypothetical case (one) analysis-20 marks.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of exercises- 10 marks

Semester End Examination (SEE) - 60 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. Question paper of Hypothetical problems will be prepared by External Examiner.
5. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
6. There will be no presentation of cases before the external examiner.
7. Assessment of analyses of hypothetical case analyses will be done by External Examiner only.
8. Remuneration for External Examination will be equally divided between the two examiners.

Division of 60 marks for external examination (SEE) will be as follows:

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

Mapping of Program Outcomes with Course Outcomes**Class:**M.A. II (Sem.IV)**Subject:** Psychology**Course:** Practicum in the area of Industrial Psychology**Course Code:** PSY-654-MJM**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3		3	3					
CO2	3	3		2		3				
CO3						2	3	3		
CO4		2				2	3			
CO5							3	1		
CO6					2					3
CO7			3		3				2	

Justification for the mapping**PO1: Comprehensive knowledge and understanding**

CO1 and CO2 involve applying comprehensive knowledge of industrial psychology concepts in practical settings. CO6 requires synthesizing this knowledge to produce structured reports.

PO2: Application of knowledge and skills

CO1 and CO2 involve applying skills to real-world exercises and organizational assessments, while CO4 involves creating and validating psychometric tools, demonstrating skill application.

PO3: Constitutional, humanistic, ethical and moral values

CO7 focuses on the demonstration of ethical and professional behavior, aligning with humanistic and moral values in organizational contexts.

PO4: Employability, job ready skills and entrepreneurship skills

CO1 and CO2 enhance practical experience with job analysis, performance appraisal, and assessment tools, which are directly related to employability and job-readiness skills.

PO5: Autonomy, responsibility and accountability

CO1 requires autonomous application of theoretical knowledge; CO6 involves responsibility for producing well-formatted reports, and CO7 requires accountable professional conduct in real-world settings.

PO6: Research skills

CO2, CO3, and CO4 involve designing and validating tools, collecting and analyzing data, and interpreting findings—all of which require robust research skills.

PO7: Critical and creative thinking

CO3, CO4, and CO5 require critical analysis of data, creative development of psychometric tools, and innovative problem-solving in assessing and improving organizational practices.

PO8: Problem-solving abilities

CO3 involves identifying and analyzing data-driven solutions, while CO5 emphasizes assessing organizational problems and providing evidence-based recommendations, both of which develop problem-solving skills.

PO9: Collaboration and teamwork

CO7 focuses on working collaboratively with peers and professionals during field exercises and maintaining effective teamwork and communication in organizational settings.

PO10: Digital and technological skills

CO6 requires the use of digital tools and technologies for formatting, analyzing, and presenting reports, which aligns with developing digital and technological skills.

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

Name of the Programme	: M.A.
Program Code	: PPSY
Class	: M.A. II
Semester	: IV
Course Type	: ELECTIVES
Course Name	: PSYCHOLOGY OF GENDER
Course Code	: PSY-661-MJE (A)
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

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

1. To introduce students to the psychology of gender and its historical development.
2. To examine various methods used in gender research and associated challenges.
3. To explore the development and impact of gender prejudice.
4. To analyse the components, dimensions, and effects of gender stereotypes.
5. To understand gender socialization through family, peers, school, culture, and religion.
6. To investigate gender discrimination, especially in occupational settings.
7. To explore the causes and types of violence against women from multiple perspectives

B) Course Outcomes

After the completion of this course students will gain:

- CO1 Students will gain an understanding of the foundational concepts in the psychology of gender.
- CO2. Students will develop the ability to critically analyze research methods in gender studies.
- CO3. Students will understand the nature of gender prejudice and its implications.
- CO4. Students will identify and challenge gender stereotypes in various social contexts.
- CO5. Students will comprehend the role of socialization in shaping gender roles.
- CO6. Students will be able to identify and address gender discrimination in different sectors.
- CO7. Students will gain insights into the psychological, sociological, and feminist perspectives on violence against women.

TOPICS AND LEARNING POINTS**UNIT-I INTRODUCTION TO PSYCHOLOGY OF GENDER (15 Lectures)**

- 1.1 Introduction to Psychology of Gender
- 1.2 Brief History of the Psychology of Gender
- 1.3 Different Methods in Gender Research
- 1.4 Difficulties in Conducting Gender Research

UNIT-II DEVELOPMENT OF GENDER PREJUDICE (15 Lectures)

- 2.1 Introduction to Gender Prejudice
- 2.2 'Benevolence' in Gender Prejudice
- 2.3 Measurement of Gender Prejudice
- 2.4 Reducing Prejudice

UNIT-III GENDER STEREOTYPES (15 Lectures)

- 3.1 Descriptive and Prescriptive dimensions of Gender Stereotypes
- 3.2 Components of Gender Stereotypes
- 3.3 Dimensions of Gender Stereotypes
- 3.4 Reducing Stereotypes

UNIT- IV GENDER SOCIALIZATION, DISCRIMINATION AND VIOLENCE**(15 Lectures)**

- 4.1 Gender Socialization: Family, School, Peers, Culture and Religion
- 4.2 Gender Discrimination: Occupational Discrimination
- 4.3 Violence against Women: Types of Violence against Women
- 4.4 Causes of violence against women: Psychological, sociological and feminist perspectives

Reference Books

1. Bem, S. L. (1993). *The lenses of gender: Transforming the debate on sexual inequality*. Yale University Press.
2. Brannon, L. (2022). *Gender: Psychological perspectives* (7th ed.). Routledge.
3. Hyde, J. S. (2014). *Gender similarities and differences: A psychological perspective*. Oxford University Press.
4. Eagly, A. H., Beall, A. E., & Sternberg, R. J. (Eds.). (2004). *The psychology of gender* (2nd ed.). Guilford Press.
5. Lips, H. M. (2020). *Sex and gender: An introduction* (7th ed.). Waveland Press.
6. Rudman, L. A., & Glick, P. (2008). *The social psychology of gender: How power and intimacy shape gender relations*. Guilford Press.

Wood, W., & Eagly, A. H. (2015). *Gender identity: Nature and nurture*. Routledge

Mapping of Program Outcomes with Course Outcomes

CLASS: M.A.-II (SEMESTER- IV)

SUBJECT: PSYCHOLOGY

COURSE: PSYCHOLOGY OF ENDER

COURSE CODE: PSY-661-MJE (A)

Course Outcomes	Programme Outcomes (POs)							PO 8	PO 9	PO 10
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7			
CO 1	3		2				2			
CO 2		2				2	3			
CO 3	3		3		2		3			
CO 4				2	2		3		2	
CO 5	3		2				2	2		
CO 6				3	3		2	2	2	
CO 7	3		3			2	3	2		

Justification for the Mapping

1. Understanding core concepts directly contributes to comprehensive knowledge (PO1) and understanding humanistic values (PO3). Critical thinking is essential for grasping these ideas (PO7).
2. Analysing research methods involves the application of knowledge (PO2), research skills (PO6), and critical thinking (PO7).
3. Comprehending gender prejudice requires foundational knowledge (PO1), a moral and ethical understanding (PO3), accountability in behavior (PO5), and critical thinking to assess its implications (PO7).
4. Challenging stereotypes enhances employability (PO4), demonstrates responsibility (PO5), encourages critical thinking (PO7), and promotes collaboration in diverse contexts (PO9).
5. Understanding gender roles requires comprehensive knowledge (PO1), ethical understanding (PO3), critical thinking (PO7), and problem-solving skills (PO8) to address related issues.
6. Addressing discrimination requires employability skills (PO4), responsibility (PO5), critical thinking (PO7), problem-solving abilities (PO8), and teamwork (PO9).
7. Gaining insights into various perspectives enhances comprehensive knowledge (PO1), fosters ethical values (PO3), builds research skills (PO6), encourages critical thinking (PO7), and problem-solving (PO8).

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

Name of the Programme	: M.A.
Program Code	: PPSY
Class	: M.A. II
Semester	: IV
Course Type	: ELECTIVES
Course Name	: PSYCHOLOGY OF MEDIA
Course Code	: PSY-661-MJE (B)
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

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

1. To introduce students to the basic concepts and history of media.
2. To explore the relationship between psychology and media.
3. To examine various research methods used in media psychology.
4. To analyse the psychological effects of media on cognition and behaviour.
5. To understand the influence of media on adolescents and body image.
6. To investigate the positive and negative effects of media on human development.
7. To explore the role of parents, educators, and schools in mediating media effects.

B) Course Outcomes

After the completion of this course students will gain:

- CO1 Students will understand the fundamental concepts and history of media.
- CO2. Students will gain knowledge of the relationship between psychology and media.
- CO3. Students will develop skills to apply research methods in media psychology.
- CO4. Students will analyse the cognitive and behavioral effects of media exposure.
- CO5. Students will critically examine the influence of media on adolescents' body image and internet use.
- CO6. Students will assess both the positive and negative influences of media on human development.
- CO7. Students will evaluate the role of parents, educators, and schools in mitigating the effects of media on human behaviour.

TOPICS AND LEARNING POINTS**UNIT-I INTRODUCTION TO PSYCHOLOGY AND MEDIA (15 Lectures)**

1.1 Definitions and Concept of Media

- a) Media History: How it all came to be?
- b) Functions and Significance of Media

1.2 Types of Media

1.3 Psychology and Media relationship

1.4 Research methods in Media Psychology (Experimental, survey, interview, ethnography & observation)

UNIT-II PSYCHOLOGICAL EFFECTS OF MEDIA (15 Lectures)

2.1 Influence of Media on Human Cognition and Behaviour

2.2 Effects of Media Violence

2.3 Prosocial Effects of Media

2.4 Pornography and Erotica

UNIT-III MEDIA AND ADOLESCENTS (15 Lectures)

3.1 Use of Media in Adolescence

3.2 Media influences on Body Image Dysfunction

3.3 Young Children and Television

3.4 Individual and Social Aspects of Internet Use

UNIT- IV HUMAN DEVELOPMENT AND MEDIA (15 Lectures)

4.1 Media Use in Different Age Groups

4.2 Negative influence of Media on Human Development: Engagement in Risky Behaviour, Media and its link to Mental Health of People, Sedentary Behaviour and impact on Sleep Bullying and Suicide and Media Violence

4.3 Positive Influence of Media on human development: Support and Sense of Belongingness, Media and Well Being

4.4 Media's Effects: The role of Parents, Educators and School

Reference Books

1. Giles, D. (2003). Media psychology. Lawrence Erlbaum Associates Publishers.
2. Berger, A. A. (2000). Media and communication research methods: An introduction to qualitative and quantitative approaches. Sage Publications.
3. Bianculli, D. (1992). Tele-literacy: Taking television seriously. Continuum.

4. Howitt, D. (1998). *Crime, the media and the law*. Wiley.
5. Meyers, M. (Ed.) (1999). *Mediated women: Representations in popular culture*. Hampton.
6. Singhal, A. & Rogers, E. M. (1999). *Entertainment-education: A communication strategy for social change*. Lawrence Erlbaum Associates.

Mapping of Program Outcomes with Course Outcomes

CLASS: M.A.-II (SEMESTER- IV)

SUBJECT: PSYCHOLOGY

COURSE: PSYCHOLOGY OF MEDIA

COURSE CODE: PSY-661 MJE (B)

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3						2			
CO 2	3		2				2			
CO 3		2				3	2			2
CO 4	3	2					3	2		
CO 5	3		2				3	2		
CO 6	3				2		3	2		
CO 7			3		2		2		2	

Justification for the Mapping

1. Understanding the basic concepts and history of media requires comprehensive knowledge (PO1) and critical thinking (PO7).
2. This involves understanding media's role in human behavior and ethical considerations (PO3), with an emphasis on critical and creative thinking (PO7).
3. Research methods require application of knowledge (PO2), development of research skills (PO6), critical thinking (PO7), and proficiency in digital tools (PO10).
4. Analyzing media effects requires comprehensive knowledge (PO1), application skills (PO2), critical thinking (PO7), and problem-solving abilities (PO8).
5. Critical examination of media influence on adolescents involves understanding (PO1), ethical considerations (PO3), critical thinking (PO7), and problem-solving skills (PO8).
6. This involves comprehensive knowledge (PO1), accountability (PO5), critical thinking (PO7), and problem-solving abilities (PO8).
7. Evaluating the role of social systems requires ethical understanding (PO3), responsibility (PO5), critical thinking (PO7), and teamwork skills (PO9).

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

Name of the Programme	: M.A.
Program Code	: PPSY
Class	: M.A. II
Semester	: III
Course Type	: RESEARCH PROJECT
Course Name	: RESEARCH PROJECT: PILOT STUDY
Course Code	: PSY-681-RP
No. of Lectures	: 60
No. of Credits	: 06

A) Course Objectives

1. Understand research methodologies relevant to studying concepts and in psychology.
2. Analyse ethical considerations when conducting research in psychology.
3. Master APA format and style for writing research papers, including proper citation and referencing techniques.
4. Comprehend and adhere to plagiarism policies in academic writing and research.
5. Apply appropriate research methodologies to investigate concepts like stress and coping mechanisms effectively.
6. Demonstrate ethical awareness and responsibility in designing and executing research process.
7. Implement APA format and citation guidelines accurately in written assignments and research papers.

B) Course Outcomes

After the completion of this course students will gain:

- CO1. Demonstrate proficiency in selecting and applying suitable research methodologies to study stress and its management.
- CO2. Evaluate ethical implications and considerations in conducting research related to stress management.
- CO3. Produce written work in accordance with APA format and style, incorporating correct citations and references.
- CO4. Exhibit understanding and compliance with plagiarism policies, avoiding academic misconduct.

CO5. Design and conduct research studies on stress management using rigorous methodological approaches.

CO6. Integrate ethical principles into research practices concerning stress and coping mechanisms.

CO7. Present written work and research findings in APA format, adhering to citation and referencing guidelines effectively.

General Guidelines (SOP)

Standard Operating Procedure (SOP) and Guidelines for Research Project:

1. The research project spans across Semester III (4 credits) and Semester IV (6 credits), comprising a total of 10 credits. This is a single, continuous research project divided into two parts over the two semesters of the PG program.
2. The research project must be completed under the supervision and guidance of an in-house research mentor.
3. In Semester III, students are required to present their plan of work and conduct a literature review related to their project.
4. The actual research work will be conducted during Semester IV.
5. The department may organize necessary lectures, workshops, and laboratory training exercises as part of the research project.
6. Students may undertake the research project individually or in groups of up to three members, selecting relevant research topics in consultation with their dissertation supervisor
7. Supervisors will assist students in reading research articles relevant to selected research topic and guide them in selecting a topic for their dissertation project.
8. With the guidance of their supervisors, students will discuss the research objectives, approach, methodology, data collection methods, and other critical aspects of their project.
9. Students are expected to prepare a comprehensive proposal in a scientific format for their dissertation project.
10. A printed copy of the project proposal must be submitted for internal assessment.
11. Students must also prepare a PowerPoint presentation of their project proposal for the final evaluation.
12. Building on the project proposal from the previous semester, students will plan and engage in an independent and thorough investigation of their chosen research topic.
13. Students may engage in activities such as surveys, interviews, field observations, or experiments to achieve their research objectives.
14. Midway through the semester, students will present their preliminary findings to an internal examiner. Feedback from this session should be incorporated into the final analysis and report
15. At the conclusion of the dissertation project, students will write a thesis that includes the aim, methodology, results, discussion, and future implications of their research.

16. Students must adhere to ethical principles and standards throughout all stages of their research.
17. A printed and hardbound copy of the dissertation thesis must be submitted for internal assessment
18. Additionally, students will prepare a PowerPoint presentation of their dissertation thesis for the oral presentation during the Viva-voce, as part of the external evaluation.
19. For the external assessment, students must submit the final report and participate in a viva-voce.
20. The Project Report must be duly signed by the supervisor and the Head of the Department before being submitted to the concerned department.

TOPICS AND LEARNING POINTS

UNIT 1: PLANNING OF FIELDWORK FOR DATA COLLECTION HOURS- 30

- 1.1 Planning of fieldwork/survey
- 1.2 Preparation of questionnaire/field sheet/field book
- 1.3 Carrying out fieldwork/survey for primary data collection
- 1.4 Filling up questionnaires/collection of samples
- 1.5 Secondary data collection

UNIT 2: LABORATORY ANALYSIS/DATA ANALYSIS 70

- 2.1 Sample analysis/questionnaire analysis to obtain data
- 2.2 Data entry and data rectification
- 2.3 Statistical analysis of the data
- 2.4 Representation of the data
- 2.5 Interpretation of the data

UNIT 3: RESEARCH PROJECT WRITING 60

- 3.1 Introduction
- 3.2 Literature Review
- 3.3 Study area
- 3.4 Objectives
- 3.5 Hypothesis
- 3.6 Methodology
- 3.7 Chapter Scheme (Main text of the project)
- 3.8 References

UNIT 4: SUBMISSION OF RESEARCH PROJECT AND VIVA-VOCE 20

- 4.1 Submission of print copy of research project in prescribed format
- 4.2. Research project viva-voce

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 margin \stobesetto1inch (2.54cm) one each side.
- The student will submit about 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 characterize the analysis for further discussion, Numbers representing incidence of the features of analysis, Tables–quotes which exemplify a the me, 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 (APA7th Edition, p4748) Centered, Bold, Title Case Capitalization (Level1) Left-Aligned, Bold, Title Case Capitalization (Level2) Left-Aligned, Bold Italic, Title Case Capitalization (Level3) Indented, Bold, Title Case Capitalization with a Period. The body text begins immediately after the period. (Level4) Indented, Bold Italic, Title Case capitalization with a Period. The body text begins immediately after the period. (Level5)

REFERENCES–APASTYLEFORMATTING

- Times New Roman font in 12pt
- No bullets, no numbering of references
- Alphabetical order–as per surname
- Double spacing within and between references
- ½inch hanging indents 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
- 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>

RESEARCH PROJECT ASSESSMENT (150MARKS)

Continuous Internal Assessment and Distribution of Marks (75Marks)

1. Assessment1:Final Chapter: Introduction, Review of literature:25marks
2. Assessment2:Final Chapter of Results and discussion:25marks
3. Assessment3:Presentation of Dissertation:25marks

Semester End Examination (SEE)-75marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed by Committee of Tuljaram Chaturchand College, Department of Psychology.
2. Each batch will consist of only 12 students.
3. Duration of examination for each batch will be 4 hours.
4. Marks for all components since 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 college committee 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 75 marks for SEE will be as follows:**1. Evaluation of Project report (75 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: 10
3. Method: 10
4. Interpretation, discussion & implications: 10
5. Overall quality of the report: 5

2. Presentation and Viva-Voce (30 marks):

1. Presentation: 15 marks
Viva: 15 marks

MAPPING OF PROGRAM OUTCOMES WITH COURSE OUTCOMES**Class: M.A. (Semester- IV)****Subject: Psychology****Course: Research Project: Dissertation****Course Code: Psy-681-RP**

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1		3				3	2			
CO 2			3		2					
CO 3	3									3
CO 4			3		3					
CO 5		3				3	3	2		
CO 6			3		3		2			
CO 7	3									3

Justification for the Mapping

1. Applying research methodologies involves practical skills (PO2), research proficiency (PO6), and critical thinking (PO7).

2. Ethical considerations are tied to humanistic and moral values (PO3) and require responsibility and accountability in research practices (PO5).
3. This requires a comprehensive understanding of academic standards (PO1) and proficiency in digital and technological skills for APA formatting (PO10).
4. Understanding plagiarism and avoiding misconduct requires a strong foundation in ethical and moral values (PO3), along with personal accountability (PO5).
5. Conducting research requires applying knowledge (PO2), research skills (PO6), critical thinking (PO7), and problem-solving abilities (PO8).
6. Integrating ethics into research is grounded in humanistic values (PO3), responsibility (PO5), and critical thinking (PO7) to ensure integrity in the research process.
7. Writing and presenting research in APA format reflects comprehensive understanding (PO1) and effective use of digital tools for formatting and citations (PO10).

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

Name of the Programme	: M.A.
Program Code	: PAPSY
Class	: M.A. II
Semester	: III
Course Type	: SKILL DEVELOPMENT
Course Name	: COMMUNICATION AND ENHANCING PERSONALITY
Course Code	: PSY-631-SDC
No. of Lectures	: 30
No. of Credits	: 02

A) Course Objectives

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

1. To develop a deeper understanding of one's thoughts, feelings, behaviors and motivations.
2. To learn to identify, manage and respond to emotions in a healthy and constructive way.
3. Improve ability to plan, prioritize and use time efficiently to accomplish goals.
4. To develop the ability to anticipate potential obstacles, difficulties and opportunities in various aspects of life.
5. To developing a proactive mindset by taking the initiative to pursue opportunities and act on ideas.
6. Cultivate an optimistic mindset that sees the silver lining in challenging situations.
7. The primary objective is to present information and ideas clearly, so that the audience can easily understand the message.

B) Course Outcomes

After the completion of this course students will gain:

CO1. Students will understand that self-management promotes personal development.

CO2. Students with improved time management and goal setting will increase productivity in personal and professional life.

CO3. The ability to set goals and work towards them increases the likelihood of achieving personal and professional goals.

CO4. Proactive students are more likely to achieve personal and professional goals by consciously taking action toward their goals.

CO5. Students will learn that positive thinking can reduce symptoms of depression and anxiety.

CO6. Positive thinking equips individuals with better strategies in the face of adversity.

CO7. Effective presentation practice results in a clear and well-organized message that can be easily understood by the audience.

TOPICS AND LEARNING POINTS

UNIT- 1: SELF MANAGEMENT (10 Lectures)

1.1 Self Management skills and social competency

1.2 Value orientation

1.3 Life Goals

UNIT- 2: PROACTIVE THINKING (10 Lectures)

2.1 Nature of proactive thinking

2.2 Put first things first

2.3 Think win/win

UNIT- 3: COMMUNICATION (10 Lectures)

3.1 Nature, Importance Definition of Communication

3.2 Determinants, and types of communication

3.3 Effective communication

Reference Books

1. Wadkar, Alka (2016). Life Skills for Success: Sage publications India pvt ltd.
2. Shinde, V. (2016). Sakaratmak Manasshastra. Diamond publications, pune.
3. Snyder, C.R., & Lopez, S.J. (Eds.). (2002). Handbook of Positive Psychology. Oxford University Press

Mapping of Program Outcomes with Course Outcomes**Class:** M.A. II (Semester – III)**Subject:** Psychology**Course:** Communication and Enhancing Personality **Course Code:** PSY-631-SDC**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Po10
CO 1	3	3						3		
CO 2		3						3		
CO 3								3	3	
CO 4				3		3		3		
CO 5				3	3					
CO 6										
CO 7			3						3	

Justification for the Mapping**PO1: Comprehensive knowledge and understanding**

CO1 Self-management requires understanding oneself deeply to promote growth.

PO2: Application of knowledge and skills

CO2 and CO3 Practical skills in time management directly enhance employability and personal responsibility.

PO3: Constitutional, humanistic, ethical and moral values

CO7 Emotional well-being through positive thinking promotes humanistic values and creative problem-solving.

PO4: Employability, job ready skills and entrepreneurship skills

CO4 and CO5 Proactive actions reflect accountability, enhance employability, and help in solving problems more efficiently.

PO5: Autonomy, responsibility and accountability

Understanding self leads to autonomy and critical reflection about one's actions.

PO6: Research skills

CO4: Proactive behaviour involves conducting research, gathering information, and making informed decisions. This aligns with developing research-related skills and maintaining a scientific temper.

PO7: Critical and creative thinking

CO5 Emotional well-being through positive thinking promotes humanistic values and creative problem-solving.

PO8: Problem-solving abilities

CO1, CO2, CO3, CO4, CO5, CO6, and CO7: While not explicitly mentioned in the provided COs, critical thinking and problem-solving are fundamental to almost all aspects of the mapped outcomes. These skills are overarching and implicitly embedded in various COs

PO9: Collaboration and teamwork

CO3 and CO7 Applying goal-setting skills align with professional and personal success, often requiring teamwork. Presentation skills are critical for teamwork, employability, and digital literacy.

PO10: Digital and technological skills

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

Name of the Programme	: M.A.
Program Code	: PAPSY
Class	: M.A. II
Semester	: IV
Course Type	: SKILL DEVELOPMENT
Course Name	: PSYCHOLOGICAL FIRST AID
Course Code	: PSY-691-SDC
No. of Lectures	: 30
No. of Credits	: 02

A) Course Objectives

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

1. To learn the key concepts related to Psychological First Aid.
2. To learn to listen reflectively.
3. To be able to differentiate benign, non-incapacitating psychological/behavioral crisis reactions from more severe, potentially incapacitating, crisis reaction.
4. To be able to prioritize psychological/behavioral crisis reactions.
5. To be able to mitigate acute distress and dysfunction, as appropriate.
6. To recognize when to facilitate access to further mental health support.
7. To practice of self-care's

B) Course Outcomes

After the completion of this course students will gain:

- CO1. Students will understand the basics of discuss key concepts related to Psychological First Aid.
- CO2. Improve the ability of listen reflectively.
- CO3. Students will know the more about his/her own strengths to deal with experiential learning.
- CO4. Students will be able to understand the mitigate acute distress and dysfunction, as appropriate
- CO5. Students will get knowledge about recognize when to facilitate access to further mental health support.
- CO6. Students will understand the role of professional expertise in day today life.
- CO7. Students will learn how to get success on job place.

TOPICS AND LEARNING POINTS

UNIT 1: INTRODUCTION TO PSYCHOLOGICAL FIRST AID (10 Lectures)

- 1.1 Introduction, Orientation, History and Terms and Concepts.
- 1.2 Reflective Listening/ Rapport- R Component of our RAPID model.
- 1.3 Need for Psychological First Aid.

UNIT 2: ASSESSMENT AND PRIORITIZATION OF PFA (10 Lectures)

- 2.1 A and P components of our RAPID model.
- 2.2 A stand for Assessment and P stands for Prioritization.
- 2.3 Evaluation and Diagnosis of PFA.

UNIT 3: INTERVENTION AND DISPOSITION OF PFA (10 Lectures)

- 3.1 I and D components of our RAPID model.
- 3.2 I stand for Intervention and D stands for Disposition.
- 3.3 Self-Care and Wrap- Up- applications on your self

Reference Books

1. Deshpande Pratibha (2022). Mansik Prathamopchar. Sakal Prakashan, Pune.
2. Patel V. (2003). Mansopachar Tajdnya Nasel Tithe. Tathapi Trust, Pune.
3. World Health Organization. (2011). Psychological first aid: Guide for field workers. World Health Organization.

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Semester – IV)

Subject: Psychology

Course: PSYCHOLOGICAL FIRST AID

Course Code: PSY-691-SDC

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

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	Po10
CO 1	3		3				3			
CO 2		3	3				3			
CO 3	3				3					
CO 4	3	3	3					3		
CO 5								3	3	
CO 6				3	3	3				3
CO 7				3					3	3

PO1: Comprehensive knowledge and understanding

CO1 as students develop a foundational understanding of core concepts and CO3 since identifying personal strengths require a deep understanding. Mapped to CO4 as this involves applying theoretical knowledge to reduce distress.

PO2: Application of knowledge and skills

CO2 reflective listening is a practical skill requiring application.

CO4 as students will need to apply learned techniques in real-world situations.

PO3: Constitutional, humanistic, ethical and moral values

Mapped to CO1 as it involves understanding human needs and providing ethical support. CO2 because ethical interactions require empathetic and reflective listening. CO4 as reducing distress aligns with ethical responsibilities.

PO4: Employability, job ready skills and entrepreneurship skills

CO6 because understanding professional roles and responsibilities directly enhances employability. CO7 as this CO is focused on developing skills necessary for succeeding in the job market.

PO5: Autonomy, responsibility and accountability

CO3 as knowing one's strengths leads to taking responsibility for personal and professional growth. CO6 as applying expertise in everyday life requires personal responsibility.

PO6: Research skills

CO6 since professional expertise often requires research and continuous learning to stay up-to-date with new developments.

PO7: Critical and creative thinking

CO1 as critical thinking is needed to assess and address psychological needs. CO2 as it involves critically analyzing the meaning behind spoken words to provide appropriate feedback.

PO8: Problem-solving abilities

CO4 as addressing acute psychological distress involves identifying and solving problems. CO5 because solving mental health challenges requires appropriate intervention strategies.

PO9: Collaboration and teamwork

CO5 because facilitating access to support often involves working with other professionals.

CO7 teamwork is essential in achieving success in a job environment.

PO10: Digital and technological skills

CO6 because modern professional roles often require the use of digital tools.

CO7 since digital literacy is essential in most modern workplaces.