

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: IV

Semester	Paper Code	Title of Paper	No. of Credits
IV	PAPS241	Motivation and Emotion	04
	PAPS242	Psychopathology-II	04
	PAPS243	Psychotherapies	04
	PAPS244	Psychology Practicum: Case Studies	04
	PAPSSEC-III	Communication and Enhancing Personality	02
	PAPSSEC-IV	Psychological First Aid	02




Principal
Tuljaram Chaturchand College
Baramati

Syllabus (CBCS) For M.A. Psychology (2022 Pattern)

(w.e.f. Academic Year 2023-24)

Class: M.A. II (Semester – IV)

Course Code: PAPS241

Title of the Course: Motivation and Emotion

Credit: 04

No. of Lectures: 60

A) Course Objectives:

To acquaint the students with:

1. To summarize theories of motivation and emotion.
2. To analyze social and cultural Influences impact motivation and emotional experiences.
3. To identify the different theoretical focuses of the scientific study of motivation and emotion processes.
4. To describe the dynamic relationships between motivation, emotion, and human behavior.
5. To apply empirical findings related to motivation and emotion to solve real-world problems.
6. To explain neural, cognitive and social processes in relation to emotion and motivation;
7. To develop Self-Motivation and Emotional Regulation.

B) Course Outcomes:

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

- CO1. Define and differentiate between motivation and emotion, and identify their key components and functions.
- CO2. Examine how societal and cultural factors impact motivation and emotional experiences.
- CO3. Identify the different theoretical focuses of the scientific study of motivation and emotion processes.
- CO4. Describe the dynamic relationships between motivation, emotion, and human behavior.
- CO5. Apply empirical findings related to motivation and emotion to solve real-world problems.
- CO6. Explain neural, cognitive and social processes in relation to emotion and motivation;
- CO7. Learn strategies for enhancing their own motivation and regulating their emotions, improving their personal and professional well-being.

UNIT-I FOUNDATIONS OF MOTIVATION

(15 Lectures)

1.1 Concepts and Components of Motivation

1.2 Different Approaches of Motivation and Emotion: Physiological, Ethological, Cognitive, Social and Developmental

1.3 Brain and Other Mechanisms of Hunger, Thirst, Sleep and Sex



1.4 Aggression and social attachment

UNIT -II THEORIES AND APPLICATIONS OF MOTIVATION

(15 Lectures)

2.1 Classical Theories: Murray, Atkinson, Maslow, and McClelland

2.2 Motivation in the Psychotherapy

2.3 Motivation in the work

2.4 Motivation in the Education

UNIT -III FOUNDATIONS OF EMOTION

(15 Lectures)

3.1 Concepts and Components of Emotion

3.2 The Influence of Culture on Emotional Expression

3.3 Biological bases of emotions, cerebral lateralization of cognition and emotion

3.4 Psycho-physiological measures

UNIT -IV THEORIES AND INTERVENTIONS OF EMOTION

(15 Lectures)

4.1 Physiological and Psychological Theories of Emotion

4.2 Negative emotions: Etiology and correlates

4.3 Positive emotions and related interventions: Fredrikson's Broaden and Build theory of positive emotions and optimism

4.5 Emotional intelligence: Models, measurement and correlates.

BOOKS FOR READING: -

1. Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
2. Buck, R. (1976). *Human Motivation and Emotion*. New York: Wiley.
3. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Edn. Wiley: India.
4. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
5. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
6. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.



7. Misra, G. (ed) (1999). *Psychological perspectives on stress and health*. ND: Concept.
8. Salovey, P. & Sluyter, D. (eds) (1997). *Emotional development and emotional intelligence: Implications for educators*. NY: Basic Books.
9. Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.
10. Pestonjee, D.M., Pareek, U. & Agrawal, R. (eds) (1999). *Studies in stress and its management*. ND: Oxford & IBH.
11. Borod, J. (ed) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.
12. Schultz, D.P. & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
13. Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers.
14. Ekman, P. & Davidson, R.J. (1995). *The nature of emotion: Fundamental questions*. NY: Oxford University Press.
15. Taylor, S. (1999). *Health psychology*. ND: McGraw-Hill.
16. Ryan, R. M. (2012). *The Oxford Handbook of Human Motivation*. Oxford University Press.
17. Gorman, P. (2004). *Motivation and Emotion*. Routledge Publication, New-York.
18. Kondalkar, V. G. (2007). *Organizational behaviour*. New Delhi: New Age International (P) Limited Publishers.
19. Linley, P. A., & Joseph, S. (2004). *Positive psychology in practice*. New Jersey: John Wiley and Sons, Inc.
20. Ogden, J. (2007). *Health psychology: A textbook (4th Ed.)*. U.S.A.: McGraw-Hill Open University Press.
21. Snyder, C. R., & Lopez, S. J. (Eds.) (2002). *Handbook of positive psychology*. New York: Oxford University Press.
22. Thomas, J. C., & Hersen, M. (Eds.) (2010). *Handbook of clinical psychology competencies*. U.S.A.: Springer



Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Semester – IV)

Course: Motivation and Emotion

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

Subject: Psychology

Course Code: PAPS241

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	2			
CO 2		3	2	3			3	
CO 3	3			3				
CO 4			3	3	3			
CO 5	3		3	2	3	3	3	3
CO 6			3	2		3		3
CO 7		3	3		3	2	3	3

PO1: Research-Related Skills and Scientific Temper

CO1, CO3, CO5: Defining and differentiating between motivation and emotion, identifying key components and functions, and applying empirical findings to real-world problems involve research-related skills and scientific temper.

PO2: Effective Citizenship and Ethics

CO2, CO7: Examining how societal and cultural factors impact motivation and emotional experiences involves effective citizenship, understanding ethical considerations. Learning strategies for enhancing motivation and regulating emotions contribute to personal and professional well-being.

PO3: Social competence and Communication skills

CO2, CO4, CO5, CO6, CO7: Examining societal and cultural factors, describing dynamic relationships, applying empirical findings, explaining neural, cognitive, and social processes, and learning strategies for enhancing motivation and regulating emotions involve social competence and communication skills.

PO4: Disciplinary Knowledge

CO1, CO2, CO3, CO4, CO5, CO6: The entire course is dedicated to building disciplinary knowledge in the field of motivation and emotion, covering definitions, components, functions, societal and cultural impacts, theoretical focuses, dynamic relationships, and empirical findings.

PO5: Personal and Professional Competence

CO1, CO4, CO5, CO7: Defining, differentiating, and describing the dynamic relationships between motivation, emotion, and human behavior contribute to personal and professional competence. Applying empirical findings and learning strategies for enhancing motivation and regulating emotions also contribute to personal well-being.

PO6: Self-directed and Life-long learning



CO5, CO6, CO7: Defining and differentiating between motivation and emotion, identifying theoretical focuses, applying empirical findings, explaining neural, cognitive, and social processes, and learning strategies for enhancing motivation and regulating emotions involve self-directed learning and are applicable throughout one's life.

PO7: Environment and Sustainability

CO2, CO5, CO7: Examining how societal and cultural factors impact motivation and emotional experiences and applying empirical findings to solve real-world problems contribute to understanding environment and sustainability aspects in human behavior.

PO8: Critical Thinking and Problem Solving

CO5, CO6, CO7: Defining, differentiating, examining societal and cultural factors, identifying theoretical focuses, describing dynamic relationships, applying empirical findings, explaining neural, cognitive, and social processes, and learning strategies for enhancing motivation and regulating emotions all involve critical thinking and problem-solving skills.



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

Course Code: PAPS 242

Title of the Course: Psychopathology-II

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 paradigms of Psychopathology.
3. The symptoms and prognosis of different Mental Disorders.
4. Know the personality disorders.
5. Identify the classification of the symptoms of mental disorder.
6. Understand the causes, criteria of abnormal behaviour.
7. To develop awareness about Major Psychological Disorders.

B)Course Outcomes:-

CO1.Students will be able to understand the criteria and symptoms of mental disorder as classified byDSM-5.

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

CO3.Students will 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 agencies that can help in dealing with mental disorders.

CO6.Examine multiple probable causes and correlates of behaviour.

CO7.Create awareness about mental health problems in society.

UNIT-ISEXUAL DYSFUNCTIONS, GENDERDYSPHORIA, PARAPHILIC DISORDERS

(15 Lectures)

1.1Sexual Dysfunctions- Causes, symptoms and treatment

1.2Gender Dysphoria-Causes, symptoms and treatment

1.3Paraphilia-Causes, symptoms and treatment

1.4DSM-5 Criteria for different sexual dysfunctions, gender dysphoria, anparaphilia

UNIT-II SUBSTANCE-RELATED DISORDERS

(15 Lectures)

2.1Alcohol Related Disorders

2.2Opioids, Cannibis and Hallucinogen Related Disorders

2.3Etiology of Substance Related Disorders

2.4Treatment of Substance Related Disorders

UNIT-III PERSONALITY DISORDERS

(15 Lectures)

3.1Definition and Characteristics of Personality Disorders



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

UNIT-IV NEUROCOGNITIVE AND MENTAL DISORDERS (15 Lectures)

- 4.1 Major and Mild Neurocognitive Disorders-Parkinson's, Huntington's, Alzheimer's disease
- 4.2 Etiology, Treatment and Prevention of Neurocognitive Disorder
- 4.3 Internet Gaming Disorder
- 4.4 Suicide- Types, causes and treatment

Reference books:

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



Mapping of Program Outcomes with Course Outcomes

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

Subject: Psychology

Course: Psychopathology-II

Course Code: PAPS242

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						2		
CO 5				3					
CO 6			3						
CO 7			3						
CO 8									

Justification for the Mapping

PO1: Research-Related Skills and Scientific temper:

CO4: Students will identify and screen individuals with mental disorder symptoms, showcasing research-related skills and a scientific temper.

PO2: Effective Citizenship and Ethics:

CO2: Students will analyze mental disorder causes, aligning with effective citizenship and ethics for a comprehensive understanding.

PO3: Social competence and communication skills:

CO6: Students will examine diverse causes of behavior, promoting social competence and communication skills in understanding behavioral correlates.

CO7: Students will create societal awareness of mental health issues, demonstrating social competence and communication skills for impactful advocacy.

PO4: Disciplinary Knowledge:

CO3: Students will relate treatment approaches to mental disorders, integrating disciplinary knowledge into their understanding.

CO5: Students will acquire knowledge of professional and social agencies, linking it to disciplinary knowledge for effective mental health intervention.

PO5: Personal and professional competence:

CO1: Students will understand DSM-5 criteria, fostering personal and professional competence by recognizing symptoms of mental disorders.

PO6: Self-directed and Life-long learning:

CO2: Students will comprehend and analyze the diverse causes of mental disorders, aligning with self-directed and life-long learning principles to continually enhance their understanding of mental health factors.



PO7: Environment and Sustainability:

CO4: Students will identify and screen individuals with mental disorder symptoms, contributing to environmental and societal sustainability by fostering mental well-being and community resilience.




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Class: M.A.-II (Semester – IV)
Course Code: PAPS243
Credit: 04

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

A) Course Objectives:

1. To provide a comprehensive understanding of various psychotherapeutic theories and models.
2. To discuss the assessment and diagnostic procedures involved in clinical psychology.
3. To explore how treatment plans are developed in clinical psychology taking into accounts 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. Consideration of 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.

B) Course Outcomes:

- 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 Treatment 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 learn the importance of using research and empirical evidence Inform their clinical decisions and treatment choices.
- CO5. Students should gain awareness of cultural factors and be able to adapt to therapeutic situations approach to meet the diverse needs of customers.
- CO6. Students should be able to communicate and communicate effectively with clients, fostering positive therapeutic relationships.
- CO7. Students should develop the ability to critically assess and adapt therapeutic interventions based on client progress and individual cases.



UNIT-I INTRODUCTION TO PSYCHOTHERAPIES

(15 LECTURES)

- 1.1 Nature and Definition of Psychotherapies
- 1.2 Psychotherapeutic Basic Skills
- 1.3 Psychoanalytic Therapies: Classical & Modern
- 1.4 Transactional Analysis

UNIT-II BEHAVIOUR THERAPIES

(15 LECTURES)

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

UNIT-III COGNITIVE, HUMANISTIC AND EXISTENTIAL THERAPIES (15 LECTURES)

- 3.1 Cognitive Therapies: A) REBT, B) Mindfulness-based cognitive therapy) Beck's Cognitive Therapy
- 3.2 Roger's Client Centered Therapy, Client-directed outcome-informed (CDOI) therapy
- 3.3 Gestalt Therapy
- 3.4 Logo Therapy & Reality Therapy

UNIT-IV MULTIMODAL AND EASTERN THERAPIES

(15 LECTURES)

- 4.1 Lazarus Multimodal Therapy
- 4.2 Yoga and Vipassana
- 4.3 Psychodrama, role play, Music and dance therapy
- 4.4 Family and Couple Therapy

Reference books

1. Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India.
2. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA
3. Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA: USA.
4. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
5. Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism books.
6. Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. New Delhi: Sage.
7. Stewart, I. (2000). Transactional analysis counseling in action. London: Sage.



8. Beck, A.T. (1976). Cognitive therapy and behavior disorders.
9. Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
10. Watts, A. W. (1973). Psychotherapy: East and West. London: Penguin books.
11. Rama,S. &Ballentine, R. &Ajaya, S.(1976). Yoga and psychotherapy. Hinsdale, PA: Himalayan International Inst.
12. Ajay, S.(1989). Psychotherapy: East and West. Hinsdale, Penn.: Himalayan International Inst.
13. Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood.Cliffs, N.J.: Prentice-Hall.
14. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.
15. Veereshwar, P. (2002). Indian systems of psychotherapy. Delhi: Kalpaz publications
16. Brown, C & August-Scott, T (2007) "Narrative Therapy". Sage Publications.
17. Nelson R ., Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication.
18. 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-IV)

Subject: Psychotherapies

Course Code: PAPS 243

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				2				3	
CO 2									
CO 3					3			2	
CO 4	3								
CO 5									
CO 6			3						
CO 7						3		3	
CO 8									

PO1: Research-related skills and scientific temperament

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



evidence into clinical practice

PO3: Social Competence and Communication Skills

Justification: CO6 aligns with the program outcome of social competence and communication skills with an emphasis on effective communication to build positive therapeutic relationships.

PO4: Disciplinary Knowledge

Justification: CO1 is directly aligned with the Disciplinary Knowledge Program Outcome, which focuses on the theoretical foundations of psychotherapeutic models.

PO5: Personal and Professional Competence

Justification: CO3 contributes to personal and professional competence by ensuring that students are familiar with a variety of therapeutic techniques applicable in clinical settings.

PO6: Self-directed and lifelong learning

Justification: CO7 requires critical evaluation and adaptation of interventions, fostering a mindset of continuous learning and self-direction.

PO8: Critical Thinking and Problem Solving

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



Class: M.A.-II (Semester – IV)

Course Code: PAPS244

Credit: 04

Title of the Course: Practicum: Case Studies

No. of Lectures: 60

A) Course Objectives:

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

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:

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.

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

- a. Taking of case history.
- b. Assessment and multi-axial diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. News breaking.
- f. Contracting of therapy sessions.



- g. Writing session report of each case.
- h. Presentation of 2 cases in classroom

GENERAL:

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

PRACTICUM ASSESSMENT (100MARKS)

a) Continuous (Internal) Assessment and Distribution of Marks (40 Marks).

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-10 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-10 marks.
4. 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 by 32 (5) (a) Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Hypothetical problems will be prepared by External Examiner.
5. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
6. There will be no presentation of cases before the external examiner.
7. Assessment of analyses of hypothetical case analyses will be done by External Examiner only.
8. Remuneration for External Examination will be equally divided between the two examiners.

Break –up of 60marks for external examination will be as follows;

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

Mapping of Program Outcomes with Course Outcomes



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

Subject: Practicum: Case Studies

Course Code: PAPS244

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				2					
CO 2		3		3					
CO 3	3				3				
CO 4	3								
CO 5			3						
CO 6						2			
CO 7									
CO 8								3	

PO1: Research-related skills and scientific temperament

Justification: CO4 and CO3 require students to understand and apply specific skills in a mental health work environment, demonstrating their ability to apply research-related skills in practical situations.

PO2: Effective Citizenship and Ethics

Justification: Working effectively in mental health organizations involves understanding and adhering to ethical standards, contributing to effective citizenship in the professional community.

PO3: Social Competence and Communication Skills

Justification: Practical skills with hands-on learning include effective communication and social competence, aligning with program outcomes related to social competence and communication skills.

PO4: Disciplinary Knowledge

Justification: CO1 and CO2 Understanding the fundamental of the mental health work environment is foundational knowledge of the discipline, which directly contributes to disciplinary knowledge.

PO5: Personal and Professional Competence

Justification: CO3 Knowing one's strengths and handling experiential learning contributes to personal and professional competence while adapting to program outcomes.

PO6: Self-directed and lifelong learning

Justification: Recognizing and understanding the role of vocational skills in everyday life reinforces the importance of self-directed and lifelong learning.

PO8: Critical Thinking and Problem Solving

Justification: CO8 although not explicitly stated, critical thinking and problem solving are embedded in all course outcomes, as students understand, apply, and refine their skills in a mental health work environment.



Class: M.A.-II (Semester – IV)

Course Code: PAPSSEC-III **Title of the Course:** Communication and Enhancing Personality

Credit: 02

No. of Lectures: 30

Learning Objectives:

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.

Learning Outcomes:

- 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.

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 – IV)

Subject: Psychology

Course: Communication and Enhancing Personality

Course Code: PAPSSEC-III

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

Justification for the mapping

PO1: Research-Related Skills and Scientific Temper

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

PO2: Effective Citizenship and Ethics

CO5: Positive thinking is not only a personal trait but also contributes to a positive social environment. It reflects ethical behavior and contributes to effective citizenship by promoting mental well-being and positive interactions with others.

PO3: Social competence and Communication skills

CO7: Effective communication, including presentation skills, is essential for social competence. This outcome ensures that students can convey their thoughts and ideas clearly, contributing to effective communication.

PO4: Disciplinary Knowledge



CO1:Disciplinary knowledge is not only about subject matter but also about understanding oneself within the context of that discipline. Self-management contributes to personal development, which is crucial for mastering disciplinary knowledge.

PO5: Personal and Professional Competence

CO2, CO3:Personal and professional competence requires effective time management, goal setting, and the ability to work towards those goals. CO2 and CO3 directly address these aspects.

PO6: Self-directed and Life-long learning

CO2, CO6:Self-directed learning involves managing time effectively and overcoming challenges. Positive thinking, as in CO6, contributes to a mindset conducive to continuous learning.

PO7: Environment and Sustainability

CO7:Effective communication is crucial for conveying information related to environment and sustainability issues. CO7 ensures that students can effectively present and advocate for environmental sustainability.

PO8: Critical Thinking and Problem Solving

CO1, CO2, CO3, CO4, CO5, CO6, 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.



Class: M.A.-II (Semester – IV)

Course Code: PAPSSEC-IV

Credit: 02

Title of the Course: Psychological First Aid

No. of Lectures: 30

Course Outcomes:

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/behavioural 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

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.

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: PAPSSEC-IV

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	3		3
CO 2			3	2	3	3		
CO 3	3		3	3	2	2		
CO 4	2	3		2	3	3		3
CO 5	3	3	2	3	2	2		
CO 6		2	3	3	3	3		
CO 7			2		3	3	3	2

Justification for the mapping

PO1: Research-Related Skills and Scientific Temper

CO1, CO3, CO4, CO5: Understanding and discussing key concepts related to Psychological First Aid (CO1) involves research-related skills and promotes a scientific temper. Recognizing and mitigating acute distress (CO4) also requires research-informed approaches.

PO2: Effective Citizenship and Ethics



CO4, CO5, CO6: Reflective listening (CO2) and understanding the role of professional expertise (CO6) contribute to effective citizenship and ethical behavior in mental health support and job settings.

PO3: Social competence and Communication skills

CO2, CO3, CO5, CO6, CO7: Reflective listening (CO2), understanding one's own strengths (CO3), recognizing when to facilitate access to mental health support (CO5), and achieving success in the workplace (CO7) all require strong social competence and communication skills.

PO4: Disciplinary Knowledge

CO1, CO2, CO3, CO4, CO5, CO6: The course outcomes cover various aspects of disciplinary knowledge related to Psychological First Aid, reflective listening, understanding one's own strengths, and recognizing when to facilitate mental health support.

PO5: Personal and Professional Competence

CO1, CO2, CO3, CO4, CO5, CO6, CO7: All course outcomes contribute to the development of personal and professional competence, covering areas such as Psychological First Aid, reflective listening, understanding personal strengths, and success on the job.

PO6: Self-directed and Life-long learning

CO1, CO2, CO3, CO4, CO5, CO6, CO7: The course outcomes emphasize experiential learning, self-awareness, and recognizing when to facilitate mental health support, fostering a mindset of self-directed and life-long learning.

PO7: Environment and Sustainability

CO7: Achieving success in the workplace (CO7) involves considerations of sustainability and adapting to the work environment.

PO8: Critical Thinking and Problem Solving

CO1, CO4, CO5: Understanding key concepts related to Psychological First Aid (CO1) and mitigating acute distress (CO4) require critical thinking and problem-solving skills.

