

Raayat Shikshan Sanstha's  
**Karmaveer Bhaurao Patil College, Vashi Navi Mumbai**  
**(Autonomous)**

**Name of the programme: Masters of Arts**

**Programme outcomes:**

<b>PO-1</b>	<b>Critical Thinking:</b> Apply theoretical knowledge to make a critical analysis, intervene using innovative frameworks, and evaluate and follow up.
<b>PO-2</b>	<b>Effective Communication:</b> Engage in interpersonal and intra personal communications, behavioral change communication, and proficiency in information Communication Technology.
<b>PO-3</b>	<b>Scientific Temper:</b> To build essential life skills of life including questioning, observing, testing, hypothesizing, analysing and communicating.
<b>PO-4</b>	<b>Effective Citizenship:</b> Demonstrate empathetic social concern and engage in service learning and community engagement programmes for contributing towards achieving of local, regional and national goals.
<b>PO-5</b>	<b>Ethics:</b> Recognize different value systems, including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
<b>PO-6</b>	<b>Environment and Sustainability:</b> Participate and promote sustainable development goals.
<b>PO-7</b>	<b>Gender Sensitization and Social Commitment:</b> To imbibe Gender sensitivity and a sense of social responsibility for self and community for the benefit of society at large
<b>PO-8</b>	<b>Self-directed and Lifelong Learning:</b> Engage in continuous learning for professional growth and development.

**Programme coordinator**

**Chairman (BOS)**

**Principal**

Rayat Shikshan Sanstha's  
**KARMAVEER BHAURAO PATIL COLLEGE (Autonomous),**  
VASHI, NAVI MUMBAI  
**DEPARTMENT OF PSYCHOLOGY**

**Title of Specific Program : M.A (Psychology)**

**Program Specific Outcomes :**

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

- 1) Experience the overall development in their personality through improved communication skills, presentation skills, skills related to time and stress management, ability to work in a team, lead the team, solve the problems, analytical, creative and scientific thinking.
- 2) Apply the knowledge acquired from different fields of Psychology; namely, Positive Psychology, Health Psychology, Personality Psychology, Motivation and Emotion, Educational Psychology, Psychological Assessments, Psychopathology, Psychotherapy, Forensic psychology, Community Based Rehabilitation, Child and Adolescent Psychology, Pediatric Psychology, Research Methods and Statistics in Psychology, etc.
- 3) Become competent to design their own researches or experiments and will be able to carry out their studies independently.
- 4) Be able to apply their acquired knowledge of psychology in Educational, Clinical, Health, Pediatric, Forensic and Community settings.
- 5) Be able to use knowledge of psychology to solve social problems.
- 6) Be competent to administer psychological tests to measure intelligence, attitude, aptitude, personality and psychopathology of people and write a report of the same for Career counseling, Recruitment decisions, Marital counseling, and Psychodiagnostic purpose.
- 7) Be able to conduct clinical interviews for diagnosing the clients with various mental disorders.
- 8) Be able to conduct counseling or therapy sessions under supervision of trained and experienced counselors or therapists.
- 9) Be able to work as an assistant Clinical Psychologist or Child and Adolescent Psychologist in hospitals, Schools, NGO's, Pediatric settings, Child Guidance Centre, or private settings.

Course Code	Course Title	Course Outcomes
PGPSY101	Personality Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to understand the overall nature of personality and various personality theories *[2]</li> <li>2. to evaluate different personality theories and assess the characteristics of personality theories *[5]</li> <li>3. to apply personality theories in industrial and clinical settings *[3]</li> <li>4. to summarize different approaches to study personality such as Person-Situation interaction, Idiographic &amp; Nomothetic *[2]</li> <li>5. to explain personality development from psychoanalytical perspective *[2]</li> <li>6. to explain personality development from Psychodynamic perspectives *[2]</li> <li>7. to evaluate personality development from cognitive and social psychological perspectives *[5]</li> <li>8. to evaluate personality development from Humanistic and Existential perspectives *[5]</li> <li>9. to evaluate personality development through trait approach *[5]</li> <li>10. to explain current issues in personality psychology *[2]</li> </ol>

PGPSY102	Positive Psychology	The students will be able:  1. to understand the emerging field of Positive Psychology, its assumptions and goals *[2] 2. to describe the importance of deconstruction of illness ideology and inclusion of human
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		<p>strengths *[2]</p> <p>3. to discuss three pillars of Positive Psychology *[5]</p> <p>4. to explain the Self Efficacy, its antecedents, measures, neurobiology and effect in various life areas *[2]</p> <p>5. to explain and differentiate between the Optimism &amp; Learned Optimism, its antecedents, measures, and their effect in various life areas *[2]</p> <p>6. to explain the concept of Hope, its antecedents, measures, and neurobiology *[2]</p> <p>7. to understand and explain Resilience from developmental and clinical perspectives *[2]</p> <p>8. to evaluate sources of resilience in children, youth, early and late adulthood *[5]</p> <p>9. to summarize positive emotions in relation to wellbeing, positive behavior, success and flourishing *[2]</p> <p>10. to apply and evaluate Fredrickson's Broaden and Build Theory of Positive emotions *[5]</p> <p>11. to evaluate different sources of positive emotions – health, psychological, physical and social *[5]</p> <p>12. to cultivate positive emotions through flow experiences and Savoring *[3]</p>
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PGPSY103	Applied Cognitive Psychology	The students will be able:  <ol style="list-style-type: none"><li>1. to summarize early research and post-war development in applied cognitive psychology *[2]</li><li>2. to explain the Gibson's ecological approach and Constructivist approaches to study</li></ol>
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		<p>perception and apply its knowledge in research and day today life *[2]</p> <ol style="list-style-type: none"> <li>3. Classify Space-based, Feature-based, Object based attention and compare the factors that increase attention and cause distractions *[2]</li> <li>4. to describe the concept of memory like autobiographic memory, flashbulb memories, eyewitness testimony *[2]</li> <li>5. to explain working memory and its applications in software development, Air Traffic Control, Mental Calculation, and Human-Computer Interaction *[2]</li> <li>6. to explain memory and organize its knowledge for the identification of eyewitness, making faces, and matching and identifying faces *[2]</li> <li>7. to evaluate Autobiographic memory, flashbulb memories, and Eyewitness Testimony *[5]</li> <li>8. to explain decision making process based naturalistic and heuristic process *[2]</li> <li>9. to critically evaluate the effects of coffee, nicotine, and alcohol on human cognition *[5]</li> <li>10. to organize information about the applications of cognitive psychology in the field of music *[4]</li> <li>11. to organize information about the applications of cognitive psychology in the field of sport *[4]</li> </ol>
PGPSY104	Research Methods in Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain and apply the concepts used in psychological research such as Research</li> </ol>

		<p>Problem, Hypothesis, Variables and types of errors *[3]</p> <p>2. to exemplify the different types of variables and write the operational definitions of the variables *[1]</p> <p>3. to classify, compare and apply different kinds of sampling methods used in psychological research *[3]</p> <p>4. to classify, compare and use different methods to collect data for psychological research *[3]</p> <p>5. to summarize principles and functions of experimental designs *[2]</p> <p>6. to compare and use between-group designs, within-group designs and factorial designs in research *[5]</p> <p>7. to compare and use different types of quasi experimental designs in research *[5]</p> <p>8. to explain the philosophy and conceptual foundations for qualitative research *[2]</p> <p>9. to explain the Ground Theory *[2]</p> <p>10. to use and evaluate Interpretive phenomenological analysis, discourse analysis, Narrative analysis and conversation analysis *[5]</p> <p>11. to explain the structure and steps in writing research proposals and research report *[2]</p> <p>12. to write research proposal and research report as per APA guidelines *[3]</p> <p>13. to execute appropriate referencing and citations to avoid plagiarism *[3]</p>
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PGPSY105	Psychological Practicals:	The students will be able:  1. to explain the steps in conduct psychological
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PSOs\_Cos\_Psychology\_KBP College, Vashi Page 5

	Experiments	<p>experiments</p> <ol style="list-style-type: none"> <li>2. to use software in conducting the experiments to study human cognitions</li> <li>3. to use open-source package for computerizing experiment such as Open Sesame, PEBL, etc. to design experiments</li> <li>4. to conduct the experiment on Memory under supervision</li> <li>5. to conduct the experiment on Motivation and Emotion under supervision</li> <li>6. to conduct the experiment on Learning under supervision</li> <li>7. to use ethical standards while conducting the experiments on human subjects</li> <li>8. to discuss the results of psychological experiment in the light of theories</li> </ol>
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PGPSY201	Psychology for Motivation and Emotion	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain and compare Physiological, Ethological, Cognitive, Socio-cultural, Developmental- Interactionalistic approaches to study motivation and emotion *[2]</li> <li>2. to explain the mechanism of biological motives such as hunger, thirst, sleep and sex *[2]</li> <li>3. to explain social needs such as aggression and social attachment *[2]</li> <li>4. to analysis classic theories of motivation such as Murray, Atkinson, Maslow, and McClelland *[4]</li> <li>5. to apply theories of motivations in Clinical and industrial setup *[3]</li> <li>6. to apply theories of motivations in education and public health setup *[3]</li> </ol>
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		<ul style="list-style-type: none"> <li>7. to explain the components of emotions and its biological bases *[2]</li> <li>8. to summarize psychophysiological measures of emotions *[2]</li> <li>9. to explain use of different psycho physiological measures in assessments *[2]</li> <li>10. to differentiate classic theories of emotion such as James-Lange, Cannon-Bard, Schachter-Singer *[4]</li> <li>11. to exemplify negative emotions such as anger and depression and its etiology and correlates *[1]</li> <li>12. to explain Fredrikson’s Broaden and Build theory of positive emotions and optimism *[2]</li> <li>13. to describe the concept of Emotional intelligence and summarize its Models, measurement and correlates *[2]</li> </ul>
PGPSY202	Health Psychology	<p>The students will be able:</p> <ul style="list-style-type: none"> <li>1. to summarize the development of health psychology *[2]</li> <li>2. to interpret psychological factors affecting illness and diseases *[2]</li> <li>3. to explain cognition and social cognition models of health *[2]</li> <li>4. to summarize lifestyle disorders like CAD, CHD, Obesity and Diabetes *[2]</li> <li>5. to summarize psycho-physiological disorders like Migraine, Asthma, and Peptic ulcer *[2]</li> <li>6. to explain stress and its dimensions and how people can cope with it *[2]</li> <li>7. to discuss the health enhancing behavior like</li> </ul>

		sleep, exercise, social interaction *[5]
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PSOs\_Cos\_Psychology\_KBP College, Vashi Page 7

		<p>8. to evaluate the relationship between immune system and stress *[5]</p> <p>9. to interpret the knowledge of health psychology in prevention of diseases and impairments as primary intervention *[2]</p> <p>10. to discuss the importance of communication between health care professionals and patients for improving *[5]</p> <p>11. to analyze primary, secondary and tertiary prevention measures and its effect on behavioural outcomes *[4]</p>
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PGPSY206	Biopsychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain foundation of biopsychology and explain the research methods used in biopsychology *[2]</li> <li>2. to understand and evaluate role of evolution, genetics and experience in human behaviour *[2]</li> <li>3. to discuss the structure and function of Nervous system *[5]</li> <li>4. to explain the causes, consequences of brain damage and role of neuroplasticity in brain functioning *[2]</li> <li>5. to explain biological aspects of hunger and sex motivation *[2]</li> <li>6. to explain biological aspects of emotions and stress *[2]</li> <li>7. to discuss the memory and types of amnesia *[5]</li> <li>8. to understand and describe disorders of language and split brain research *[2]</li> <li>9. to understand and evaluate biological aspects of psychiatric disorders *[5]</li> </ol>
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PGPSY203	Educational Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to describe the applications of psychology in educational settings *[2]</li> <li>2. to analysis learning and thinking styles of students *[4]</li> <li>3. to evaluate characteristics and needs of children with disabilities *[5]</li> <li>4. to evaluate characteristics and needs of gifted children *[5]</li> <li>5. to explain expert knowledge and Pedagogical Content Knowledge *[2]</li> <li>6. to summarize assessments in classroom settings *[2]</li> <li>7. to design and use traditional and alternative assessments – performance and portfolio assessment *[3]</li> <li>8. to plan instructions for the students of diverse background *[3]</li> <li>9. to evaluate and discuss teacher centered lesson planning and instructions and learner centered lesson planning and instructions *[5]</li> <li>10. to describe and discuss use of technology in education *[5]</li> </ol>
PGPSY204	Statistics in Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain the concepts and applications of descriptive statistics – measures of central tendencies and dispersion *[3]</li> <li>2. to summarize Percentiles, percentile ranks and standard scores *[2]</li> <li>3. to describe the concepts related to probability such as axioms, random</li> </ol>

		<p>variables, expected value, central limit theorem *[2]</p> <p>4. to use parametric tests such as ‘t’ test, ANOVA, ANCOVA, MANOVA to study group differences *[3]</p> <p>5. to use non-parametric tests such as Wilcoxon sign-rank test; median test; U test; Kruskal Wallis test to assess group differences *[3]</p> <p>6. to describe the applications of MANOVA and discriminant function analysis *[2]</p> <p>7. to describe and use different methods of correlations for studying the strength of relationship between the variables *[3]</p> <p>8. to explain and use different methods of regression analysis to predict the changes in the variables *[3]</p> <p>9. to describe and use different non-parametric methods such as Kendall's tau; Spearman’s rho; measures for nominal data, chi square, binomial test, proportions test to measure the strength of relationship between the variables *[3]</p> <p>10. to explain the assumptions and methods of exploratory and confirmatory factor analysis *[3]</p> <p>11. to explain the assumptions and methods of Path Analysis and Structural equation modeling *[2]</p> <p>12. to understand and use SPSS software for different statistical operations *[3]</p>
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PGPSY205	Practicals in Psychology: Testing and Psychometrics	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to discriminate measurements in Psychology and natural sciences *[4]</li> </ol>
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PSOs\_Cos\_Psychology\_KBP College, Vashi Page 10

		<ol style="list-style-type: none"> <li>2. to explain classical and modern test theories *[2]</li> <li>3. to summarize steps in test constructions and development such as item analysis, reliability, validity and norms *[2]</li> <li>4. to evaluate various ethical issues in testing and assessments *[5]</li> <li>5. to apply the knowledge of test constructions to develop psychological test and assess its psychometric properties *[3]</li> <li>6. to administer standardized test for assessment of Personality and write a report based on findings *[3]</li> <li>7. to administer standardized test for assessment of intelligence and write a report based on findings *[3]</li> <li>8. to administer standardized test for assessment of aptitude and attitude and write a report based on findings *[3]</li> <li>9. to administer standardized test for assessment of anxiety/values/aggression/job satisfaction and write a report based on findings *[3]</li> </ol>
<b>Semester III (Clinical Psychology)</b>		



PGPSY301	Assessment in Clinical Psychology	The students will be able:  <ol style="list-style-type: none"><li>1. to explain various approaches for psychological testing in Clinical Psychology domains *[2]</li><li>2. to compare the available test options and provide rational for selecting a particular test *[5]</li><li>3. to summarize and apply ethical principles in</li></ol>
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		<p>psychological assessments *[3]</p> <p>4. to exemplify the tests, rating scales and test batteries used for clinical assessments *[1] 5. to describe and use the psychological tools for developmental assessment of the children *[3]</p> <p>6. to describe and use the psychological tools for assessment of cognitive abilities of children and adults *[3]</p> <p>7. to interpret the profile analysis and scatter analysis and provide differential diagnosis *[4]</p> <p>8. to describe and use standardized psychological tools for assessment of personality *[3]</p> <p>9. to describe and use projective tests for assessment of personality of children and adult *[3]</p> <p>10. to describe and use rating scales for the assessment of psychopathology for clinical purpose *[3]</p> <p>11. to describe and use rating scales for the assessment of psychopathology for the research purpose *[3]</p> <p>12. to describe and explain neuropsychological batteries for the assessment of neuropsychological functioning of clients *[3]</p>
PGPSY302	Psychopathology – I	<p>The students will be able:</p> <p>1. to summarize the history of mental illness in India, mental health acts and legal systems *[2]</p> <p>2. to compare the classification systems of</p>



		<p>mental disorders namely, DSM and ICD *<sup>[5]</sup></p> <p>3. to recognize and describe the phenomenology, signs, symptoms, and socio-demographic determinants of clinical psychopathology *<sup>[2]</sup></p> <p>4. To explain and discuss the etiology, prevalence, clinical picture, course, diagnosis and treatment of Anxiety Disorders *<sup>[5]</sup></p> <p>5. To explain and discuss the etiology, prevalence, clinical picture, course, diagnosis and treatment of OCD and related Disorders *<sup>[5]</sup></p> <p>6. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of stress related Disorders *<sup>[5]</sup></p> <p>7. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Schizophrenia Spectrum &amp; Other Psychotic disorders *<sup>[5]</sup></p> <p>8. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Bipolar &amp; Related Disorder *<sup>[5]</sup></p> <p>9. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Depressive Disorders *<sup>[5]</sup></p> <p>10. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Somatic Symptom and related disorder and Dissociative disorder *<sup>[5]</sup></p>
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		<p>11. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Neurodevelopmental Disorders *[5]</p> <p>12. To explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of Neurocognitive Disorders *[5]</p>
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PGPSY303	Psychotherapy - I	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain what is psychotherapy and what are its ingredients *[2]</li> <li>2. to compare varieties of psychotherapies and identify best kind of psychotherapy *[5]</li> <li>3. to summarize physical surrounding of Psychotherapy, equipment of psychotherapist, general principles and practical outline of Psychotherapy *[2]</li> <li>4. to explain activities that are conducted by psychotherapist in the initiate phase such as establishing working relationship, evaluating problems, making diagnosis, and estimating prognosis *[2]</li> <li>5. to explain activities that are conducted by psychotherapist in the middle phase such as use of free association, dream and fantasies to uncover unconscious material, to inculcate insight and how it could be translating into actions *[2]</li> <li>6. to explain and discuss the goals and problems in the terminal phase of treatment *[5]</li> <li>7. to describe and evaluate the process and techniques of Psychoanalytical therapy *[5]</li> </ol>
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		<ol style="list-style-type: none"> <li>8. to describe and evaluate the process and techniques of Neo-Freudian therapies such as Jungian and Adlerian *[5]</li> <li>9. to describe and evaluate the process and techniques of Person Center Therapy and Existential Therapy *[5]</li> <li>10. to describe and evaluate the process and techniques of Gestalt Therapy and Transactional Analysis *[5]</li> </ol>
PGPSY304	Multiculturalism: Theory and Practice	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain concept of culture and how cultural identity develop *[2]</li> <li>2. to summarize major cultural variables in Indian context such as gender, religion, caste, social class, language and regionalism *[2]</li> <li>3. to discuss how the cultural transition, acculturation, assimilation and alienation occurs and its consequences *[5]</li> <li>4. to explain and discuss issues of identity, stereotyping and discrimination in a multicultural society *[5]</li> <li>5. to explain and discuss methods of assessment of prejudice and ethnicity related stress *[5]</li> <li>6. to discuss methods of ensuring equality and social justice *[5]</li> <li>7. to identify and use culturally sensitive tools for the assessments *[3]</li> <li>8. to know and write psychological and educational reports for culturally and linguistically diverse clients *[3]</li> <li>9. to summarize and do counseling in</li> </ol>

		<p>multicultural setting *[3]</p> <p>10. to identify barriers, manage diversity and conflicts in organization and do culturally appropriate career counseling *[2]</p>
<p>PGPSY304</p>	<p>Community Based Rehabilitation Psychology</p>	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain community based clinical practices *[2]</li> <li>2. to describe, discuss and evaluate disability and its models *[5]</li> <li>3. to summarize assumptions and fundamentals of rehabilitation *[2]</li> <li>4. to compare the normality and classification of difference *[5]</li> <li>5. to evaluate client centered philosophy, contesting assumptions; challenging practice *[5]</li> <li>6. to organize the role of family and friends in preventing child abuse and neglect *[4]</li> <li>7. to evaluate models of Home-Based Mental Health Treatment of high risk children, children with HIV and their families *[5]</li> <li>8. to evaluate school based clinical practices and school reforms *[5]</li> <li>9. to evaluate community-based model for Care of adults with Psychiatric Disabilities *[5]</li> <li>10. to evaluate The Child Development–Community Policing Program Model *[5]</li> <li>11. to evaluate alternative Mental Health Programme *[5]</li> </ol>



PGPSY305	Research Project Based Course	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain and use concepts such as research Problem, hypothesis, variables, sampling and</li> </ol>
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PSOs\_Cos\_Psychology\_KBP College, Vashi Page 16

		<ol style="list-style-type: none"> <li>research design *[3]</li> <li>2. to write research proposal as per APA guidelines and develop theoretical background for their research *[3]</li> <li>3. to select variables for manipulation and measurement of behavior construct under the study *[3]</li> <li>4. to write hypothesis *[3]</li> <li>5. to use suitable method of sample selection and data collection *[3]</li> <li>6. to use appropriate research design to test their hypothesis *[3]</li> <li>7. to select appropriate statistical method for the analysis of obtained data *[3]</li> <li>8. to analyze their research data and drawing conclusions using Excel &amp; / SPSS *[4]</li> <li>9. to write a research report as per the guidelines of APA *[3]</li> <li>10. to learn appropriate referencing and citations as used in research writing *[3]</li> </ol>
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**Semester IV (Clinical Psychology)**

PGPSY401	Ability Enhancement Course: Community Based Rehabilitation Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain community based clinical practices *[2]</li> <li>2. to describe, discuss and evaluate disability and its models *[5]</li> <li>3. to summarize assumptions and fundamentals of rehabilitation *[2]</li> <li>4. to compare the normality and classification of difference *[5]</li> <li>5. to evaluate client centered philosophy, contesting assumptions; challenging practice</li> </ol>
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		<p>*[5]</p> <ol style="list-style-type: none"> <li>6. to organize the role of family and friends in preventing child abuse and neglect *[4]</li> <li>7. to evaluate models of Home-Based Mental Health Treatment of high risk children, children with HIV and their families *[5]</li> <li>8. to evaluate school based clinical practices and school reforms *[5]</li> <li>9. to evaluate community-based model for Care of adults with Psychiatric Disabilities *[5]</li> <li>10. to evaluate The Child Development–Community Policing Program Model *[5]</li> <li>11. to evaluate alternative Mental Health Programme *[5]</li> </ol>
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PGPSY402	Psychopathology - II	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of disruptive, impulse control &amp; conduct disorder *[5]</li> <li>2. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of substance related and addictive disorders *[5]</li> <li>3. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of personality disorder *[5]</li> <li>4. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of sexual dysfunctions *[5]</li> <li>5. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of paraphilic disorder *[5]</li> <li>6. to explain, discuss and evaluate the etiology,</li> </ol>
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		<p>prevalence, clinical picture, course, diagnosis and treatment of gender dysphoria *[5]</p> <p>7. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of feeding and eating disorder *[5]</p> <p>8. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of elimination disorders *[5]</p> <p>9. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of sleep and awakening disorder *[5]</p> <p>10. to explain, discuss and evaluate emergency issues with adults and children, and suicide *[5]</p> <p>11. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of geriatric psychopathology *[5]</p> <p>12. to explain, discuss and evaluate concepts of death, dying &amp; bereavement, palliative care, euthanasia&amp; physician assisted suicide *[5]</p>
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PGPSY403	Psychotherapy - II	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to describe and evaluate the process and techniques of Behavior Therapy *[5]</li> <li>2. to describe and evaluate the process and techniques of Cognitive Behavior Therapy and Rational Emotive Behavior Therapy *[5]</li> <li>3. to describe and evaluate the process and techniques of Dialectic Behaviour Therapy and Acceptance and Commitment Therapy *[5]</li> </ol>
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PSOs\_Cos\_Psychology\_KBP College, Vashi Page 19

		<ol style="list-style-type: none"> <li>4. to describe and evaluate the process and techniques of Family Therapy, Marital and couple Therapy *[5]</li> <li>5. to describe and evaluate the process and techniques of Group Therapy and Motivational Interviewing *[5]</li> <li>6. to describe and evaluate the process and techniques of Supportive Therapies and Re educational therapies *[5]</li> <li>7. to describe and evaluate the process and techniques of Reconstructive therapies and Feministic Therapy *[5]</li> <li>8. to describe and evaluate the process and techniques of Solution focused therapy *[5]</li> <li>9. to describe and evaluate the process and techniques of Narrative Therapy *[5]</li> <li>10. to describe and evaluate the process and techniques of Crisis Counselling *[5]</li> </ol>
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PGPSY404	Interdisciplinary Course: Forensic Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain the nature of forensic psychology, its practices and required training *[2]</li> <li>2. to summarize and discuss ethical principles and professional competencies to work as forensic psychologist *[5]</li> <li>3. to discuss and explain conflicts in Psychology and Law and whether Mental Health Professionals be Considered Experts? *[5]</li> <li>4. to discuss and evaluate different theories of crime *[5]</li> <li>5. to explain the concept of deception and how the lies can be detected *[2]</li> <li>6. to explain importance of eyewitness</li> </ol>
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PSOs\_Cos\_Psychology\_KBP College, Vashi Page 20

		<ol style="list-style-type: none"> <li>7. to explain the concept of feigned cognitive impairment and how it can be detected *[2]</li> <li>8. to discuss, compare and evaluate models of forensic assessment *[5]</li> <li>9. to discuss, compare and evaluate forensic and Clinical issues in the assessment of psychopathy *[5]</li> <li>10. to explain the concept of civil commitment, its history, criteria and evaluation *[5]</li> <li>11. to explain the concept of civil competencies and guardianship *[5]</li> </ol>
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PGPSY405	Practicum in Clinical Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to take Case History and do behavioural observation *[3]</li> <li>2. to do Mental Status Examination of the Client with Psychological Disorders *[3]</li> <li>3. to synthesize information collected from various sources and using it for diagnosis *[4]</li> <li>4. to identify the signs and symptoms of Schizophrenia Spectrum &amp; Other Psychotic disorders, make a diagnosis and plan interventions *[3]</li> <li>5. to identify the signs and symptoms of mood disorders, anxiety Disorders, OCD and related disorders, make a diagnosis and plan interventions *[3]</li> <li>6. to identify the signs and symptoms of Trauma &amp; Stress Related Disorders &amp; Somatic symptom and related disorders, make a diagnosis and plan interventions *[3]</li> <li>7. to identify the signs and symptoms of</li> </ol>
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		<p>Neurocognitive disorders, Neurodevelopmental Disorders and Personality Disorders *[3]</p> <p>8. to identify the signs and symptoms of Sexual Dysfunctions, Paraphilic Disorders, Gender Dysphoria *[3]</p> <p>9. to do assessments of personality and other psychopathology, write a report based on assessment and communicate the findings of the assessment to the client and their relatives *[3]</p> <p>10. to do assessments of cognitive abilities and neuropsychological functioning, write a report based on assessment and communicate the findings of the assessment to the client and their relatives *[3]</p>
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**Semester III (Child and Adolescent Psychology)**



PGPSY306	Child Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to summarize and explain developmental processes and biological processes involved in child development *[2]</li> <li>2. to explain and compare the prenatal and post natal development *[5]</li> <li>3. to describe, discuss and compare physical, motor and perceptual development of children *[5]</li> <li>4. to describe, discuss and evaluate different approaches to study cognitive development of children *[5]</li> <li>5. to describe, discuss and evaluate information processing approach to study cognitive development of children *[5]</li> <li>6. to explain and discuss the development of</li> </ol>
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		<p>intelligence and discuss the relationship between intelligence and creativity *[5]</p> <p>7. to explain and discuss the language development in children *[5]</p> <p>8. to explain and discuss the emotional development in children *[5]</p> <p>9. to explain and discuss development of gender identity and gender role in children *[5]</p> <p>10. to explain and discuss development self identity and moral development in children *[5]</p> <p>11. to critically evaluate the role of families, siblings and peers in the development *[5]</p> <p>12. to critically evaluate the role of schools and culture in the development *[5]</p>
PGPSY307	Adolescent Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain physical development in adolescents *[2]</li> <li>2. to explain cognitive development in adolescents *[2]</li> <li>3. to summarize and evaluate the development of morality, values and religiosity among adolescents *[5]</li> <li>4. to summarize and evaluate interpersonal development and lifestyle changes in adolescents *[5]</li> <li>5. to explain and evaluate emotional and personality development *[5]</li> <li>6. to explain and evaluate formation of gender, gender roles and stereotypes along with the various gender related critical developmental junctures especially in</li> </ol>

		females *[5]
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PSOs\_Cos\_Psychology\_KBP College, Vashi Page 23

		<p>7. to explain and evaluate the growth and exploration of sexuality, problematic sexual behaviors, prevalence of sexual literacy and education *[5]</p> <p>8. to explain and evaluate the academic development of adolescents through schools *[5]</p> <p>9. to explain and evaluate work and careers related views of adolescents *[5]</p> <p>10. to explain and evaluate development of adolescents keeping in mind the cultural context *[5]</p>
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PGPSY308	Assessments in Child and Adolescent Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to summarize and compare the role of theory, ethical and professional practices in child and adolescent assessment *[5]</li> <li>2. to explain, evaluate and use the theories of cognitive assessments and principles of neuropsychological assessments of child and adolescent assessment *[5]</li> <li>3. to explain, evaluate, and use models of personality assessment and principles of behavioral assessment for the assessment of children and adolescents *[5]</li> <li>4. to explain and use functional analysis, observations and rating scales for the assessment of behavior and psychopathology in children and adolescents *[3]</li> <li>5. to describe, analyze and evaluate the use of different methods and tools where play can be used for the assessment of children *[5]</li> <li>6. to describe, analyze and evaluate the use of different rating and self-report scales for the</li> </ol>
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		<p>assessment of psychopathology in children and adolescents *[5]</p> <ol style="list-style-type: none"> <li>7. to describe, analyze and evaluate the available tools for the developmental screening and assessment of cognitive abilities of children and adolescents *[5]</li> <li>8. to describe, analyze and evaluate the available tools for the assessment of attention, learning, memory and executive functioning of children and adolescents *[5]</li> <li>9. to describe, analyze and evaluate the available tools for the assessment of perceptual/sensory and motor functioning of children and adolescents *[5]</li> <li>10. to describe, analyze and evaluate the available objective and projective tools for the assessment of personality of children and adolescents *[5]</li> <li>11. to describe, analyze and evaluate the available tools for the assessment of academic performance and achievement of children and adolescents *[5]</li> <li>12. to describe the principles of assessment of aptitude and achievement and analyze and evaluate the available tools for the assessment of aptitude and career guidance of children and adolescents *[2]</li> </ol>
PGPSY309	Child and Adolescent Psychopathology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to summarize and compare Past, Present and Future of Abnormal Child Psychology *[5]</li> <li>2. to explain and evaluate the theoretical perspectives of abnormal development *[5]</li> <li>3. to classify risk and protective factors for</li> </ol>



		<p>abnormal development *[4]</p> <ol style="list-style-type: none"><li>4. to describe and discuss the issues in diagnosis, assessment and treatment of psychopathology in children and adolescents *[5]</li><li>5. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of intellectual disabilities and autism spectrum disorders *[5]</li><li>6. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of specific learning disabilities and communication disorders *[5]</li><li>7. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of ADHD, oppositional defiant and conduct disorders *[5]</li><li>8. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of anxiety disorders, obsessive compulsive and related disorders, trichotillomania &amp; excoriation disorder *[5]</li><li>9. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of mood disorder *[5]</li><li>10. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of childhood onset of schizophrenia and other psychotic disorders</li></ol>
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11. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis



		<p>and treatment of eating and feeding disorders, elimination disorders *[5]</p> <p>12. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of substance related disorders *[5]</p> <p>13. to explain, discuss and evaluate the etiology, prevalence, clinical picture, course, diagnosis and treatment of sleep disorders and stress and trauma related disorders *[5]</p>
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PGPSY310	Research Based Project	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain and use concepts such as research Problem, hypothesis, variables, sampling and research design *[3]</li> <li>2. to write research proposal as per APA guidelines and develop theoretical background for their research *[3]</li> <li>3. to select variables for manipulation and measurement of behavior construct under the study *[3]</li> <li>4. to write hypothesis *[3]</li> <li>5. to use suitable method of sample selection and data collection *[3]</li> <li>6. to use appropriate research design to test their hypothesis *[3]</li> <li>7. to select appropriate statistical method for the analysis of obtained data *[3]</li> <li>8. to analyze their research data and drawing conclusions using Excel &amp; / SPSS *[4]</li> <li>9. to write a research report as per the guidelines of APA *[3]</li> <li>10. to learn appropriate referencing and citations as used in research writing *[3]</li> </ol>
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PGPSY406	<p>Ability Enhancement Course: Interventions for Children and Adolescents</p>	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain and evaluate the school based programs for preventing failures *[5]</li> <li>2. to explain and evaluate the use and effectiveness of Skill-Building Efficacy Retraining *[5]</li> <li>3. to select, implement and evaluate intervention programs to promote mental health *[5]</li> <li>4. to summarize and promote life skills in children and adolescents *[2]</li> <li>5. to describe and execute strategies for development of coping skills in children and adolescents *[3]</li> <li>6. to describe and implement intervention to promote healthy eating, and physical activity tobacco and drugs free lifestyle *[3]</li> <li>7. to describe and implement intervention to promote tobacco and drugs free lifestyle *[3]</li> <li>8. to describe and implement intervention to promote sexual health in children and adolescents *[3]</li> <li>9. to describe and implement intervention to promote safety and prevent violence in children and adolescents *[3]</li> <li>10. to describe and evaluate psychological interventions for children with sensory dysregulation *[3]</li> <li>11. to describe and evaluate specific interventions for over and under responsive children *[3]</li> </ol>
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PGPSY407	Child and Adolescent Psychotherapies	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain definition, nature and basic skills of Psychotherapies *[2]</li> <li>2. to describe and evaluate ethical and legal issues in psychological interventions with children and adolescents *[5]</li> <li>3. to describe and analyze culturally responsive interpersonal psychotherapy with children and adolescents *[4]</li> <li>4. to describe and analyze the process and techniques of psychoanalytical and psychodynamic therapies *[4]</li> <li>5. to describe and analyze the process and techniques of Existential, Humanistic and Gestalt therapies *[4]</li> <li>6. to describe and analyze the process and techniques of Transactional Analysis and Multimodal approach *[4]</li> <li>7. to describe and evaluate the process and techniques of behavioural therapy *[5]</li> <li>8. to describe and evaluate the process and techniques of Cognitive Behavior Therapy and Rational Emotive Behavior Therapy *[5]</li> <li>9. to describe and evaluate the process and techniques of Mindfulness, DBT and evidence based therapies *[5]</li> <li>10. to describe and evaluate the process and techniques of family and narrative therapies *[5]</li> <li>11. to describe and evaluate the process and techniques of play and creative art therapies *[5]</li> <li>12. to describe and evaluate the process and</li> </ol>
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		techniques of group psychotherapy and psychodrama *[5]
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PGPSY408	Pediatric Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to summarize and compare historical development and trends in Pediatric Psychology *[5]</li> <li>2. to summarize and compare ethical and legal issues, professional development, Roles, and Practice Patterns in Pediatric Psychology *[5]</li> <li>3. to explain the evidence-based practices and promotion of health in children and adolescents *[5]</li> <li>4. to explain neonatology, prematurity, and developmental issues *[5]</li> <li>5. to attribute the causes, and differentiate the risk and protective factors for Pediatric Asthma, Sickle Cell Disease and Cystic Fibrosis *[4]</li> <li>6. to attribute the causes, and differentiate the risk and protective factors for Diabetes Mellitus and Cardiovascular Disease *[4]</li> <li>7. to attribute the causes, and differentiate the risk and protective factors for Brain and Spinal Cord Injury and CNS Disorders *[4]</li> <li>8. to critically evaluate medical and psychosocial aspects of juvenile rheumatoid arthritis *[5]</li> <li>9. to critically evaluate medical and psychosocial aspects of chronic and recurrent pain *[5]</li> <li>10. to critically evaluate medical and psychosocial aspects of abdominal pain–</li> </ol>
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		<p>related gastrointestinal disorders *[5]</p> <ol style="list-style-type: none"> <li>11. to explain the issues related to genetics, genetic testing and pediatric organ transplantation *[2]</li> <li>12. to critically evaluate the role of families in pediatric psychology *[5]</li> <li>13. to use knowledge of psychology in pediatric oncology and palliative care, end of life, and bereavement *[3]</li> </ol>
PGPSY404	Interdisciplinary Course: Forensic Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to explain the nature of forensic psychology, its practices and required training *[2]</li> <li>2. to summarize and discuss ethical principles and professional competencies to work as forensic psychologist *[5]</li> <li>3. to discuss and explain conflicts in Psychology and Law and whether Mental Health Professionals be Considered Experts? *[5]</li> <li>4. to discuss and evaluate different theories of crime *[5]</li> <li>5. to explain the concept of deception and how the lies can be detected *[2]</li> <li>6. to explain importance of eyewitness memories for people and event *[2]</li> <li>7. to explain the concept of feigned cognitive impairment and how it can be detected *[2]</li> <li>8. to discuss, compare and evaluate models of forensic assessment *[5]</li> <li>9. to discuss, compare and evaluate forensic and Clinical issues in the assessment of psychopathy *[5]</li> <li>10. to explain the concept of civil commitment,</li> </ol>

		its history, criteria and evaluation *[5] 11. to explain the concept of civil competencies and guardianship *[5]
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PGPSY409	Psychology Practicum: Child and Adolescent Psychology	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. to take Case History and do behavioural observation *[3]</li> <li>2. to do Mental Status Examination of the children and adolescents with psychopathology *[3]</li> <li>3. to synthesize information collected from various sources and using it for diagnosis *[3]</li> <li>4. to identify the signs and symptoms of neurodevelopmental and conduct disorders and make a diagnosis and plan interventions *[1]</li> <li>5. to identify the signs and symptoms of anxiety and mood disorders and schizophrenia and make a diagnosis and plan interventions *[1]</li> <li>6. to identify the signs and symptoms of eating, substance, sleep and stress related disorders and make a diagnosis and plan interventions *[1]</li> <li>7. to identify the signs and symptoms of eating and substance related disorders make a diagnosis and plan interventions *[1]</li> <li>8. to identify the signs and symptoms of sleep and stress related disorders and make a diagnosis and plan interventions *[1]</li> <li>9. to do assessments of developmental issues, write a report based on assessment and communicate the findings of the assessment</li> </ol>
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		<p>to the client and their relatives *[3]</p> <p>10. to do assessments of cognitive and neurological functioning, write a report based on assessment and communicate the findings of the assessment to the client and their relatives *[3]</p> <p>11. to do assessments of behavioural issues and psychopathology, write a report based on assessment and communicate the findings of the assessment to the client and their relatives *[3]</p>
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\*NOTE: [1] Remembering, [2] Understanding, [3]Applying, [4] Analyzing, [5] Evaluating, [6] Creating

