



COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY		PRACTICAL		
							END SEM University	Two Term Exam	Teachers Assesme	END SEM University	Teachers Assesme
MScC PSY 401	Compulsory	Positive Psychology	3	1	0	4	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;  
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test

**Course Educational Objectives (CEOs):-**The students will be able to:

- Expert facilitation and support from inspiring and highly experienced positive psychology practitioners.
- Understand and use a variety of techniques designed to enhance happiness.
- Identify how patterns of thinking can enhance or reduce both positive and negative experience and mood.
- Powerful personal development activities including wellbeing inventories, strengths assessment and coaching.
- Within your own personality and history, examine the limits to and best routes for obtaining, enduring happiness.

**Course Outcomes (Cos):** The students will be able to:

- Measure and build individual, workplace and educational flourishing.
- Plan, implement and assess positive psychology interventions and strategies.
- Elective streams enable candidates to apply techniques in:
- Positive Coaching
- Positive Leadership
- Positive Human Resource Management
- Positive Education
- Positive Parenting
- Positive Communities

## MScCPSY401 Positive Psychology

### Unit I

Introduction: Definition and objectives, historical development, theoretical perspectives on positive psychology.



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## Unit II

Subjective well-being: Concept and indicators, life satisfaction and happiness, determinants of happiness; theoretical frameworks.

## Unit III

Strategies to enhance happiness: Enhancing pleasure, engagement and meaning-making; self-related processes.

## Unit IV

Character strengths and virtues: Classification, assessment and nurturance; barriers in developing strengths and virtues.

## Unit V

Meeting life challenges: Nature, type and sources of stress, individual interpretations and responses, coping strategies and their assessment, promoting healthy coping strategies and life skills.

### Recommended Readings

- Carr, A. (2004). **Positive psychology**. London: Routledge.
- Compton, W.C. (2005). **Introduction to positive psychology**. Belmont: Wadsworth.
- Linley, P.A; & Joseph, S.(2004). **Positive psychology in practice**. New York: Wiley.
- Martin E. P. Seligman (2004). **Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment** .Paperback
- Peterson, C; & Seligman, M.E.P. (2004). **Character strengths and virtues**. New York: Oxford University Press.
- Snyder, C.R. & Lopez, S. J. (2002) **Handbook of positive psychology**. Oxford University Press.



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							THEORY		PRACTICAL		
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MScC PSY 402	Compulsory	Rehabilitation Psychology	4	1	0	5	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;  
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test

**Course Educational Objectives (CEOs):-**The students will be able to:

- Recognize psychological problems, needs and setting goals as relevant to rehabilitation of persons with disabilities
- Select and implement intervention strategies
- Apply knowledge and problem solving skills in a wide variety of settings (eg. agencies working with specific disabilities, multiple disabilities, long-term care facilities, assisted-living facilities, healthcare facilities, hospitals etc.) for persons with varying disabilities (eg. physical, sensory, cognitive, developmental, traumatic and sports-injury related disabilities)

**Course Outcomes (Cos):** The students will be able to:

- Recognize the network of psychological, social, biological and environmental factors that affect the functioning and impeding the rehabilitation process
- Diagnose mental health issues/problems in person with disability.
- Recommend and/or carry out appropriate psychological and behavioral interventions and counseling in remedying recognized issues/problems in persons with disability.
- Work with community to promote health, and enhance quality-of-life and psychological well-being.

**MScCPSY402  
Rehabilitation Psychology**

**Unit I**

Rehabilitation: Nature and rationale; theories and models in rehabilitation psychology; concepts and models of disability, functioning, and health, Ethical issues in rehabilitation.



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### Unit II

Neuropsychological and cognitive rehabilitation: Theoretical approaches. Principles of compensation, recovery and plasticity in neurocognitive rehabilitation; Clinical and management issues in cognitive rehabilitation.

### Unit III

Neurocognitive rehabilitation of persons with deficits of memory, attention and executive functions; Rehabilitation in traumatic brain injury and stroke.

### Unit IV

Psychiatric rehabilitation: General principles and methods of psychiatric rehabilitation; organization and delivery of services; specific interventions; role of family.

### Unit V

Neurorehabilitation strategies for neurodegenerative conditions: Neurorehabilitation in Dementia and Alzheimers disease; Psychosocial and cognitive rehabilitation in the elderly.

### Recommended Readings

- Goldstein, L.H., & McNeil, J.E. (2004). **Clinical neuropsychology**. John Wiley & Sons Ltd.: Chichester, West Sussex, England.
- Noggle, C.A., Dean, R.S., & Barisa, M.T. (Eds.) (2013). **Neuropsychological rehabilitation**. New York: Springer Publishing Co.
- Pratt, C.W., Gill, K.J., Barrett, N.M., & Roberts, M.M. (2007). **Psychiatric rehabilitation**. (2<sup>nd</sup> ed.). New York: Academic Press.
- Stuss, D.T., Winocur, G., & Robertson, I.H. (2010). **Cognitive Neurorehabilitation: Evidence and Application** (2<sup>nd</sup> Ed.). Cambridge: Cambridge University Press.
- Wilson, B.A., Gracey, F., Evas, J.J., & Bateman, A. (2009). **Neuropsychological rehabilitation. Theory, Models, Therapy, and Outcome**. Cambridge: Cambridge University Press.
- Wilson, B.A., Herbert, C.M., & Shiel, A. (2003). **Behavioural approaches in neuropsychological rehabilitation**. New York: Psychology Press



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MScC PSY 403	Compulsory	Counselling & Therapeutic Techniques	4	0	2	5	60	20	20	30	20

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test

**Course Educational Objectives (CEOs):-**The students will be able to:

- Introduce the basic concepts of applied psychophysiology and biofeedback
- Apply these techniques in health care
- Identify different parameters of psycho-physiological assessment
- Familiarized with techniques of data acquisition in biofeedback
- 

**Course Outcomes (Cos):** The students will be able to:

- Articulate an understanding of their personal responsibility in creating their own academic, personal, and professional successes.)
- Utilize the necessary information, resources, and options available for them to make sound educational and lifelong decisions.
- Identify specific tactics and strategies used in order to achieve their desired goals: Problem Solving & Decision Making; Reflection, Participation, Creativity; Interpersonal Skills.

### MScCPSY403

### Counselling & Therapeutic Techniques

#### Unit I

Nature of specific therapeutic variables—the client and the therapist, client- therapist relationship; features common to many therapies. Course of therapeutic intervention: initial contact, assessment, goals of treatment, implementing treatment, termination, evaluation, and follow-up. Issues in psychotherapy.



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### Unit II

Psychoanalytic therapy (Freudian): Goals and assumptions; Steps; Therapeutic techniques – Free association, analysis of dreams, analysis of resistance, transference, confrontation and clarification, interpretation and working through; Role of maintaining analytic framework.

### Unit III

Phenomenological and Humanistic existential psychotherapy: Client-centered therapy; origins, theoretical propositions, therapeutic process, diagnosis and applications; Gestalt therapy; Existential therapy.

### Unit IV

Behavioural and Interpersonal perspective: Origins; Techniques - systematic desensitization, exposure therapy, Modeling, behavioural rehearsal, contingency management, aversion therapy. Cognitive behavior therapy- Eliss' and Beck's approach; Group, family and couples therapy

### Unit V

Psychopharmacological therapy: Overview of psychopharmacological therapy; Indications, mode of action and major concerns in the use of narcoleptics, anxiolytics, hypnotics, antidepressants, mood stabilizers, and psycho stimulants.

#### List of Practicals:

- Case study
- 16PF
- Trait-Trait Anxiety
- Biofeedback
- Coping Response Inventory By Moos
- Beck Depression Scale

#### Recommended Readings

- Corey, G. (2009). **Theory and practice of counselling and psychotherapy.** (8<sup>th</sup>Ed). Belmont, C.A: Brooks/Cole.
- Culari, S. (1998). (Ed.) **Foundations of clinical psychology.** New York: Allyn& Bacon.
- Neitzel, M.T., Bernstein, D.A. & Millich, R. (1998). **Introduction to clinical psychology.** (5<sup>th</sup>Ed). Upper Saddle River, New Jersey: Prentice Hall.
- Page, A.C. & Stritzke, W.G.K. (2006). **Clinical Psychology for trainees: Foundations of science informed practice.** New York: Cambridge University Press.
- Planate, T.J. (2005). **Contemporary Clinical Psychology.** New Jersey: John Wiley & Sons.



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MScC- Psychology

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
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<b>MScCPSY404</b>	<b>Compulsory</b>	<b>Major Research Project II</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>60</b>	<b>40</b>

At the end of the semester the students who have opted for an honors degree have to submit a minor research project in the subject they wish to obtain an honors degree. The objectives of the course are:

- To check the ability of students in terms of their writing
- To identify the problems of students' in developing their writing skills
- To gather the opinion of the teachers on their students' writing performance
- To improve the writing skills of students' by suggesting some remedial measures



**MBAI301C HUMAN VALUES AND PROFESSIONAL ETHICS**

SUBJECT CODE	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
		THEORY			PRACTICAL		L	T	P	CREDITS
		END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
MBAI301C	Human Values and Professional Ethics	60	20	20	-	-	4	-	-	4

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objectives**

The objective of the course is to disseminate the theory and practice of moral code of conduct and familiarize the students with the concepts of “right” and “good” in individual, social and professional context.

**Course Outcomes**

1. Help the learners to determine what action or life is best to do or live.
2. Right conduct and good life.
3. To equip students with understanding of the ethical philosophies, principles, models that directly and indirectly affect business.

**COURSE CONTENTS**

**Unit I: Human Value**

1. Type of Values –competent
2. Instrumental, terminal
3. Extrinsic & intrinsic values; Hierarchy of values; Dysfunctionality of values
4. Basis of values: Philosophical, Psychological and socio-cultural

**Unit II: Theories of Value Development**

1. Psycho-analytic
2. Learning theory –social leaning
3. Models of Value Development
4. Value Analysis
5. Inquiry
6. Social Action





### Unit III: Professional Ethics

1. Meaning
2. Objectives
3. Sources of Ethics
4. Ethics V/s Morals and Values
5. Ethico-Moral Action
6. Theories of Ethics, Codes of Ethics

### Unit IV: Human Behavior – Indian Thoughts

1. Guna Theory
2. Sanskara Theory
3. Karma Theory
4. Nishkama Karma Yoga and Professionalism

### Unit V: Globalization and Ethics

1. Impact of globalization on Indian corporate and social culture
2. Corporate Citizenship
3. Environmental Protection
4. Social Welfare and Community Development Activities

### Suggested Readings

1. Beteille, Andre (1991). *Society and Politics in India*. New Jersey: Athlone Press
2. Chakraborty, S. K. (1999). *Values and Ethics for Organizations*. Oxford University Press
3. Fernando, A.C. (2009). *Business Ethics - An Indian Perspective*. India: Pearson Education, India
4. Fleddermann, Charles D. (2012). *Engineering Ethics*. New Jersey: Pearson Education / Prentice Hall.
5. Boatright, John R (2012). *Ethics and the Conduct of Business*. New Delhi: Pearson Education.
6. Crane, Andrew and Matten, Dirk (2015). *Business ethics*. New York. : Oxford University Press Inc.
7. Murthy, C.S.V. (2016). *Business Ethics – Text and Cases*. Mumbai: Himalaya Publishing House Pvt. Ltd.
8. Naagrajan, R.R (2016). *Professional Ethics and Human Values*. New Delhi: New Age International Publications.



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SVISSHA  
MScC- Psychology

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							THEORY		PRACTICAL		
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<b>MScCPSY 406</b>	<b>Compulsory</b>	<b>Comprehensive Viva Voce</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>

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**MScCPSY406**  
**Comprehensive Viva Voce**

Viva voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during the course of their post graduate programme. In doing so, the main objective of this course is to prepare the students to face interview both at the academic and the industrial sector.

**Course Educational Objectives (CEOs):-**The students will be able to:

- provide an opportunity for students to apply theoretical concepts in real life situations
- enable students to manage resources, work under deadlines, identify and carry out specific goal oriented tasks
- acquire speaking skills and capabilities to demonstrate the subject knowledge.

**Course Outcomes (Cos):** The students should be able to:

- Exhibit the strength and grip on the fundamentals of the subjects studied during the semester
- Comprehend for all the courses studied in the entire programme