



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
SVISSHA
MScC- Psychology

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY		PRACTICAL		
							END SEM	Two Term	Teacher's	END SEM	Teacher's Assessment
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



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Introduction: Definition and objectives, historical development, theoretical perspectives on positive psychology; Flow, And Mindfulness.

Unit II

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

Unit III

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

Unit IV

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

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: Rutledge.
- 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		
							END SEM	Two Term	Teacher's	END SEM	Teacher's Assessm
MScC PSY 402	Compulsory	Medical Psychology and Community Mental Health	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



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MScC- Psychology
Medical Psychology and Community Mental Health

Unit I

Community psychology: Introduction: Definition of community psychology; types of communities; models evolution and orientation. Research in Community psychology; evaluation research. Ecology, effect of crowding; Public Health Policies: WHO, National.

Unit II

Helping people with long-standing illness, psychiatric patients, physical disability or amputation, suicide prevention; Methods of community intervention:- day care centre, consultation, non-professional in community psychology, mental health education

Unit III

Medical psychology and behavioral medicine,: definition, role, history, area of work of psychologists in hospital set-up and problems encountered by them; Psychological assessment of: Cancer, Chronically ill geriatric patients, Arthritis; Type A behavior and CHD and Hypertension.

Unit IV

Core values: Individual and family wellness; role of family; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths Health Inequalities and Community Health Programme: Health differentials; Issues related to poverty, Minority status and health; Gender and Health; Work and health; Community health programme and evaluation.

Unit V

Modification and prevention of risk factors in cardio-vascular disorders Psychological preparation for stressful medical procedures ; Rehabilitation of patients with CNS dysfunction, intervention with cancer patients Behavioral treatment of alcoholism, smoking.

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**. (2nd ed.). New York: Academic Press.
- Stuss, D.T., Winocur, G., & Robertson, I.H. (2010). **Cognitive Neurorehabilitation: Evidence and Application** (2nd 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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COURSE	CATEGORY	COURSE	L	T	P	○	TEACHING & EVALUATION
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CODE		NAME					SCHEME				
							THEORY		PRACTICAL		
							END SEM	Two Term	Teacher's	END SEM	Teacher's Assessment
MScC PSY 403	Compulsory	Counselling in Special Areas	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
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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 in Special Areas

Unit I

Counselling children and adolescent: emotionally disturbed, under achievers, slow learners, socially disadvantaged; Educational Guidance: concept, Relationship between Education and Guidance. Educational Guidance, Importance of Guidance at various stages of Education

Unit II

Counselling marital, sexual and role related problems : premarital , marital counselling, identification of sex related problems, role conflict and counseling.



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Unit III

Counselling for drug addicts, alcoholic and attempted suicides: identification of psychological problems and counselling. Counselling for drug addicts, alcoholic and attempted suicides: identification of psychological problems and counselling.

Unit IV

Counselling the physically and mentally handicapped: psychological and vocational evaluation and rehabilitation.; Work: definition of work , some contemporary perspectives, work and leisure, work and job satisfaction.

Unit V

Career guidance in senior high school: organization of guidance program, objectives, functions and career guidance techniques; Information in career guidance and counselling: types of delivery system. Career development and choice behaviour, influencing factors: theories of career development and choice;

List of Practicals:

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

Recommended Readings

- Corey, G. (2009). **Theory and practice of counselling and psychotherapy**. (8th 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**. (5th 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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							THEORY		PRACTICAL		
							END SEM	Two Term	Teacher's	END SEM	Teacher's Assessment
MScCPSY404	Compulsory	Major Research Project II	0	0	0	5	0	0	0	60	40

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

***Teacher Assessment** shall be based following components: Quiz/Assignment/

Project/Participation in Class, given that no component shall exceed more than 10 marks

At the end of the semester the students who have opted for a Master degree have to submit a major research project in the subject they wish to obtain a Master 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
		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	-	-

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: Inculcating Values at Workplace

1. Values: Concept, Sources, Essence
2. Classification of Values.
3. Values in Indian culture and Management: Four false views, value tree
4. Eastern and Western values; Values for global managers

Unit II: Professional Ethics

1. Ethics: Concept, Five P's of Ethical Power, Organizational tools to cultivate ethics
2. Theories of ethics: Teleological and Deontological
3. Benefits of managing ethics in an organization
4. Ethical leadership

Unit III: Indian Ethos and management style

1. Indian Ethos and workplace
2. Emerging managerial practices
3. Ethical considerations in decision making and Indian management model
4. Core strategies in Indian wisdom and ethical constraints

Unit IV: Human Behavior – Indian Thoughts



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

Unit V: Spirituality and Corporate world

1. Spirituality: Concept, paths to spirituality
2. Instruments to achieve spirituality
3. Vedantic approach to spiritual and ethical development
4. Indian spiritual tradition

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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							END SEM	Two Term	Teacher's	END SEM	Teacher's Assessment
MScCPSY 406	Compulsory	Comprehensive Viva Voce	0	0	5	5	0	0	0	100	0

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

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.