

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
MSCPSY401	Compulsory	<b>Positive Psychology</b>	4	0	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:

- Develop an understanding of the concept of positive psychology.
- Apply the various principles of positive psychology for self-development and assist in enhancing positive development in others.
- Apply 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.

**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

# MSCPSY401

## Positive Psychology

### Unit I

Introduction: Definition and Historical overview of Positive Psychology, Theoretical Perspectives on Positive Psychology, Western and Eastern Perspectives on Positive Psychology, Applications (School and Work Settings), Future of Positive Psychology.

### Unit II

Subjective and Psychological Well-being: Concept and Indicators, Life satisfaction and happiness, Determinants of happiness; Theoretical frameworks. Model of Happiness PERMA.

### Unit III

Meeting life challenges: Nature, Type and Sources of stress, Interpretations and responses, Coping strategies and their assessment, Promoting healthy coping strategies and life skills.

### Unit IV

Character Strengths and Virtues: Classification, Assessment and Nurture; Barriers in developing strengths and virtues; Forgiveness.

### Unit V

Strategies to Enhance Happiness: Enhancing pleasure, Engagement and Meaning-making; Self-related processes; Self-Efficacy, Optimism, Hope, Mindfulness, Flow, Spirituality, Wisdom, and Courage, Positive Affect and Emotions,

### 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.
- Dunn,D.S.(2018). *Positive Psychology: Established and emerging issues*. New York: Taylor & Francis
- Biswas- Diener, R. (2008). *Invitation to Positive Psychology: Research and Tools For the professional*. United Kingdom: British Library Cataloguing –in- Publication Data.

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<b>MSCPSY402</b>	<b>Compulsory</b>	<b>Rehabilitation Psychology</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>

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**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 (e.g. agencies working with specific disabilities, multiple disabilities, long-term care facilities, assisted-living facilities, healthcare facilities, hospitals etc.) for persons with varying disabilities (e.g. physical, sensory, cognitive, developmental, traumatic and sports-injury related disabilities)

**Course Outcomes (COs):**The students should 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.

**MSCPSY402**  
**Rehabilitation Psychology**

**Unit I**

Rehabilitation Psychology: Definition, Nature, Types, in Rehabilitation Psychology, Principles of Rehabilitation, Ethical issues in Rehabilitation Psychology.

**Unit II**

Concept and Definition of Disability, Types, Causes and Prevention of various disabilities; Mental Retardation, Learning disabilities, Visual disabilities, Hearing and Speech disabilities, Cerebral Palsy, Multiple Disabilities.

**Unit III**

Psychiatric Rehabilitation: Meaning, Definitions, Steps, Approaches, General Principles and Methods of Psychiatric Rehabilitation, Interventions in Psychiatric Rehabilitation; Individual, Family and Community Intervention.

**Unit IV**

Neurocognitive Rehabilitation of Person with Deficits of Memory, Attention and Executive functions. Rehabilitation in Traumatic Brain Injury and Stroke.

**Unit V**

Neurorehabilitation in Dementia and Alzheimer's disease, Psychosocial and Cognitive Rehabilitation in Elderly.  
Government Schemes and Policies Legislations: Mental Health Act PD Act RCI Act National Trust Act.

**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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MSCPSY403	Compulsory	Counselling in Special Areas	4	0	2	5	60	20	20	30	20

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

- Acquaint the students with the different areas of counselling like counselling for substance abuse, chronic illness, marital and family counselling, Career counselling.

**Course Outcomes (COs):**The students should 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.

**MSCPSY403**  
**Counselling in Special Areas**

**Unit I**

Educational Guidance: Concept, Relationship between Education and Guidance. Educational Guidance, Importance of Guidance at various stages of Education  
Counselling-Meaning, Scope, Nature, Types  
Counselling children and adolescent: Emotionally disturbed, Under achievers, Slow learners, Socially disadvantaged.

**Unit II**

Counselling marital, Sexual and Role related problems: Premarital, Marital counselling, Identification of sex related problems, Role conflict and counseling.

**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 Differently Able: 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
- 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 Jersy: 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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<b>MSCPSY404</b>	<b>Compulsory</b>	<b>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>

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## **MSCPSY404**

### **Research Project II**

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 ADVANCED HUMAN VALUES AND PROFESSIONAL ETHICS

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MBAI301C	Compulsory	Advanced Human Values and Professional Ethics	4	0	0	4	60	20	20	0	0

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\***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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<b>MSCPSY 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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### **MSCPSY406 Comprehensive Viva Voce**

Viva vice 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 program. 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.