



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A./M.Sc. Clinical Psychology**  
**Semester IV (Batch 2024-2026)**

| COURSE CODE                   | CATEG ORY        | COURSE NAME                                  | TEACHING & EVALUATION SCHEME  |                         |           |           |          |          |          |          |          |
|-------------------------------|------------------|--|-------------------------------|-------------------------|-----------|-----------|----------|----------|----------|----------|----------|
|                               |                  |  | THEORY                        |                         |           | PRACTICAL |          | L        | T        | P        | CREDITS  |
| END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment*                      | END SEM<br>University<br>Exam | Teachers<br>Assessment* |           |           |          |          |          |          |          |
| <b>MACLPSY<br/>401</b>        | <b>CC</b>        | <b>Neuropsychological<br/>Rehabilitation</b> | <b>60</b>                     | <b>20</b>               | <b>20</b> | <b>0</b>  | <b>0</b> | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |

**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.

**Course Educational Objective (CEOs):**

- CEO1:** To gain an understanding of the history of the development of rehabilitation psychology.
- CEO2:** To explain different neuropsychological syndromes and disabilities.
- CEO3:** To gain an understanding of the scope of work in the field of rehabilitation psychology.
- CEO4:** To identify different processes involved in the types of rehabilitation
- CEO5:** To explain brain structures and related dysfunctions.

**Course Outcome (COs):** The students will be able to:

- CO1:** Outline the historical development of neuropsychological rehabilitation as a scientific field.
- CO2:** Describe the neuropsychological dysfunctions and their therapeutic techniques.
- CO3:** Understand the role of Rehabilitation psychologists and their area of work.
- CO4:** Discuss the different kinds of rehabilitation and the issues associated with each one of them.
- CO5:** Identify major brain areas, their functions and associated pathology.

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|-------------------------------|------------------|--|-------------------------------|-------------------------|-----------|-----------|----------|----------|----------|----------|----------|
|                               |                  |  | THEORY                        |                         |           | PRACTICAL |          | L        | T        | P        | CREDITS  |
| END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment*                      | END SEM<br>University<br>Exam | Teachers<br>Assessment* |           |           |          |          |          |          |          |
| <b>MACLPSY<br/>401</b>        | <b>CC</b>        | <b>Neuropsychological<br/>Rehabilitation</b> | <b>60</b>                     | <b>20</b>               | <b>20</b> | <b>0</b>  | <b>0</b> | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |

**MACLPSY401**  
**Neuropsychological Rehabilitation**

### Contents

#### Unit I

Introduction to Neuropsychological Rehabilitation: Basic Concepts, Historical antecedents and approaches, Recovery vs. Rehabilitation.

#### Unit II

Neuropsychological Deficits and Disorders: Epilepsy, Mental Retardation and Learning Disabilities, Aphasia, Apraxia, and Agnosia.

#### Unit III

Work Settings of Rehabilitation Psychologists, Designing Training Programs for Rehabilitation Psychologists, Role of psychologist in Rehabilitation.

#### Unit IV

Types of rehabilitations: Cardiac Rehabilitation; Cancer Rehabilitation, Occupational Rehabilitation, Psychiatric Rehabilitation, Psychological and Vocational Rehabilitation

#### Unit V

Lobular Functions and Related Pathology: Frontal, Parietal, Occipital, Temporal Lobe Structure and Syndromes. Cortex – areas and functions

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|----------------|--------------|--------------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|                |              |                                      | THEORY                        |                  |                         | PRACTICAL                     |                         | L | T | P | CREDITS |
|                |              |                                      | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| MACLPSY<br>401 | CC           | Neuropsychological<br>Rehabilitation | 60                            | 20               | 20                      | 0                             | 0                       | 3 | 0 | 0 | 3       |

**Recommended Readings:**

- Boller, F. & Grafman, J, (1988).**Handbook of neuropsychology**. New York: Elsevier.
- Kolb, B., & Ian, Q. W. (1990).**Fundamental of neuropsychology**. New York: Freeman.
- Mukundan, C. R. (2007).**Brain experience; The experiential perspectives of the Brain**. New Delhi: Atlantic Publisher's.
- Ponsford, J. (Ed.) (2004). **Cognitive and Behavioural Rehabilitation**. New York: Guilford.
- Naatanen, R. (1992). **Attention and brain function**. Hillsdale: LEA.
- Parasuraman, R. (1998). **Attentive brain**.London: MIT Press.

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|------------------------|-----------|--|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|----------|----------|----------|----------|--|
|                        |           |  | THEORY                        |                  |                         | PRACTICAL                     |                         | L        | T        | P        |          |  |
|                        |           |  | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |  |
| <b>MACLPSY<br/>402</b> | <b>CC</b> | <b>Psychotherapy<br/>and<br/>Counselling</b> | <b>60</b>                     | <b>20</b>        | <b>20</b>               | <b>30</b>                     | <b>20</b>               | <b>2</b> | <b>0</b> | <b>2</b> | <b>3</b> |  |

**Course Educational Objectives (CEOs):**

- CEO 1:** Understand the basics of psychotherapy.
- CEO 2:** Familiarity with different types of Psychotherapy.
- CEO 3:** Relate to assessment in psychotherapy.
- CEO 4:** Describe basics of the counselling.
- CEO 5:** List the special forms of psychotherapy.

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

- CO 1:** Apply the basic of therapeutic skills.
- CO 2:** Compare and contrast the different types of psychotherapy.
- CO 3:** Identify the components of assessment in psychotherapy.
- CO 4:** Explain the need and scope of counselling.
- CO 5:** Apply the knowledge of psychotherapy in special areas.

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|                        |           |  | THEORY                        |                  |                         | PRACTICAL                     |                         | L        | T        | P        | CREDITS  |
|                        |           |  | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |
| <b>MACLPSY<br/>402</b> | <b>CC</b> | <b>Psychotherapy<br/>and<br/>Counselling</b> | <b>60</b>                     | <b>20</b>        | <b>20</b>               | <b>30</b>                     | <b>20</b>               | <b>2</b> | <b>0</b> | <b>2</b> | <b>3</b> |

**MACLPSY402**  
**Psychotherapy and Counselling**

### Contents

#### Unit I

**Basics of Psychotherapy-** Meaning and Definition, Goals, Code of Ethics and Issues in Psychotherapy, and Difference between Counselling, Psychotherapy, Psychiatry, Social Work, and Guidance.

#### Unit II

**Psychotherapeutic Interventions-** Psychoanalytic Therapy, Humanistic Therapy, Gestalt Therapy, Cognitive Behaviour Therapy, Rational Emotive Behaviour Therapy.

#### Unit III

**Assessment in Psychotherapy-** Setting the Stage; The Intake Interview, Behavioral Coding, Case History Taking, and Termination of Psychotherapy.

#### Unit IV

**Introduction to Counselling Psychology-** Meaning and Goals, Counselling as a Profession: Training, Skills and Ethics, The Effective Counsellor: Personality and Self of the Counsellor, Counselling Process, Stages, and Relationship.

#### Unit V

**Crisis Intervention:** Suicide, Grief, and Sexual Abuse, Stress and Conflict Management. Psychotherapy in the Indian Context: Spirituality, Yoga and Meditation.

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|--------------------|-----------|--------------------------------------|------------------------------|---------------|----------------------|-------------------------|----------------------|----------|----------|----------|----------|
|                    |           |                                      | THEORY                       |               |                      | PRACTICAL               |                      | L        | T        | P        | CREDITS  |
|                    |           |                                      | END SEM University Exam      | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* |          |          |          |          |
| <b>MACLPSY 402</b> | <b>CC</b> | <b>Psychotherapy and Counselling</b> | <b>60</b>                    | <b>20</b>     | <b>20</b>            | <b>30</b>               | <b>20</b>            | <b>2</b> | <b>0</b> | <b>2</b> | <b>3</b> |

**List of Practical: (Any Five)**

- Personal Values Questionnaire
- Family Environment Scale
- Case Conceptualization and Treatment Planning
- Social skills problem checklist
- Mental Health Battery
- Self-Disclosure Inventory

**Recommended Readings:**

- Seligman, L. & Reichenberg, L. W. (2010). **Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills.** 3rd Ed. Indian reprint: Pearson
- **Corey, G. (2009).**
- **Counselling and Psychotherapy; Theory and Practice.**(7th Ed.) New Delhi: Cengage Learning.
- Woolfe, R., Dryden, W., & Strawbridge, S. (2010).
- **Handbook of counselling psychology**(3<sup>rd</sup> Ed). London: Sage Publication Ltd.
- Fouad, N.A. (2012). **APA Handbook of counseling psychology.** Washington: American Psychological Association.
- Cormier, S., & Hackney, H. (2013). **Counseling strategies and interventions** (8<sup>th</sup> International Edition). London: Pearson.
- Gladding, S. T. (2014). **Counseling: A comprehensive profession.** New Delhi: Pearson Education.

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|                        |           |                           | THEORY                        |                  |                         | PRACTICAL                     |                         | L        | T        | P        | CREDITS  |
|                        |           |                           | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |
| <b>MACLPSY<br/>403</b> | <b>CC</b> | <b>Psychopharmacology</b> | <b>60</b>                     | <b>20</b>        | <b>20</b>               | <b>0</b>                      | <b>0</b>                | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |

**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.

**Course Educational Objectives (CEOs):**

- CEO1:** To understand the basic principles of pharmacokinetics and pharmacodynamics in psychopharmacology.
- CEO2:** To gain a deeper understanding of the process of chemical transmission in neurotransmitters.
- CEO3:** To learn about the different psychopharmacological drugs and issues related to their administration.
- CEO4:** To classify different psychopharmacological therapies and major concerns in their use.
- CEO5:** To explain types of addictive substances and associated dependence.

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

- CO1:** Understand concepts of psychopharmacology and the different techniques in neuropharmacology.
- CO2:** Illustrate the process of chemical signaling in neurotransmitters.
- CO3:** Categorize psychoactive drugs and their effect on human body.
- CO4:** Identify the major concerns and modes of action in the use of different psychopharmacological substances.
- CO5:** Classify addictive substances, their dependence and related treatment.

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|                |          |                    | THEORY                        |                  |                         | PRACTICAL                     |                         | L | T | P | CREDITS |
|                |          |                    | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| MACLPSY<br>403 | CC       | Psychopharmacology | 60                            | 20               | 20                      | 0                             | 0                       | 3 | 0 | 0 | 3       |

**MACLPSY403**  
**Psychopharmacology**

### Contents

#### Unit I

**Introduction:** Historical Overview, Legal, Ethical and Economic Issues in Psychopharmacological Treatment, Nature and functions of major Neurotransmitters.

#### Unit II

**Introduction of Drugs:** Generic, Trade, Chemical and Street name, **Mood disorder medication;** mood stabilizer, sedatives, antipsychotic and miscellaneous.

#### Unit III

**Pharmacological Actions :** Pharmacokinetics, Pharmacogenetics and Pharmacodynamics, Classification of psychoactive drugs (Stimulants, Depressants, , Barbiturates, and Cannabinoids) and their objective and subjective effects.

#### Unit IV

**Psychopharmacological therapy:** Overview of psychopharmacological therapy; Indications, mode of action and major concerns in the use of Anxiolytics, Hypnotics, Clinical Guidelines and Baseline Monitoring.

#### Unit V

**Pharmacological substances:** Nature and Functions of Alcohol, Antidepressants, Benzodiazepines, Hallucinogens, Synthetic cannabinoids, Ketamine, Phenethylamines, Opioids and others Plant based substances.

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|                        |           |                           | THEORY                        |                  |                         | PRACTICAL                     |                         | L        | T        | P        |          |  |
|                        |           |                           | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |  |
| <b>MACLPSY<br/>403</b> | <b>CC</b> | <b>Psychopharmacology</b> | <b>60</b>                     | <b>20</b>        | <b>20</b>               | <b>0</b>                      | <b>0</b>                | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |  |

**Recommended Readings:**

- Bloom, F.E., Iverson, S.D., Roth, R.H., & Iversen, L.L. (2008). **Introduction to Neuropsychopharmacology**. New York: Oxford university Press.
- Ettinger, R.H. (2010). **Psychopharmacology**. NJ: Pearson education, Inc.
- Mckim, W.A. & Hancock, S. (2012). **Drugs and Behavior: Introduction to Behavioral pharmacology**. Pearson.
- Meyer, J.S. &Quenzer, L.F. (2013). **Psychopharmacology: Drugs, the Brain and Behavior**. MA:Sinauer Associates, Inc.
- Schatzberg, A. F., & Nemeroff, C. B. (Eds.). (2013). **Essentials of clinical psychopharmacology**. American Psychiatric Pub.
- Meyer, J. S., Meyer, J., Farrar, A. M., Biezonki, D., & Yates, J. R. (2022). **Psychopharmacology: Drugs, the brain, and behavior**. Oxford University Press.
- Stahl, S. M. (2021). **Stahl's essential psychopharmacology: neuroscientific basis and practical applications**. Cambridge university press.

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|-----------------|------------|--------------------------|------------------------------|---------------|----------------------|-------------------------|----------------------|----------|----------|----------|----------|
|                 |            |                          | THEORY                       |               |                      | PRACTICAL               |                      | L        | T        | P        | CREDITS  |
|                 |            |                          | END SEM University Exam      | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* |          |          |          |          |
| <b>MAPSY404</b> | <b>DSE</b> | <b>Sports Psychology</b> | <b>60</b>                    | <b>20</b>     | <b>20</b>            | <b>0</b>                | <b>0</b>             | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |

**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.

#### Course Educational Objectives (CEOs):

**CEO1:** To gain knowledge of the field of sports psychology

**CEO2:** To learn role of personality in sports

**CEO3:** To understand the level of motivation and performance in sports.

**CEO4:** To learn strategies for enhancing confidence in athlete on ground.

**CEO5:** To learn the social and psychological skills for developing a trusting relationship in athletes.

#### Course Outcomes (COs): Students will be able to:

**CO1:** Familiarizing with the evolving field of sports and exercise psychology as a profession and having knowledge about its specialties particularly clinical-sport psychology and educational psychology

**CO2:** Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.

**CO3:** Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.

**CO4:** Knowing the key aspects of designing and implementing a psychological skills training program and the important psychological skills in training (e.g. focusing attention, arousal regulation, enhancing confidence, and improving motivation.)

**CO5:** Developing effective social and psychological skills for trusting relationship in sportspersons.

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|-------------|----------|-------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|---|---|---|---------|
|             |          |                   | THEORY                        |                  |                         | PRACTICAL                     |                         | L | T | P | CREDITS |
|             |          |                   | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |   |   |   |         |
| MAPSY404    | DSE      | Sports Psychology | 60                            | 20               | 20                      | 0                             | 0                       | 3 | 0 | 0 | 3       |

**MAPSY404**  
**Sports Psychology**

## Contents

### Unit-I

**Introduction:** Meaning and History of sports psychology, Sport psychology specialties: Clinical-sports psychology, Role of exercise and sport psychologists – teaching, research and consultation.

### Unit-II

Personality and sports: Meaning and Approaches of Personality, Personality Testing in Sports and Exercise, Sports personality questionnaire, Personality Types and Sport Performance.

### Unit-III

**Motivation:** Definition and Views, Guidelines for Building Motivation: Role of Coaching and Mentoring, Developing Achievement Motivation and Competitiveness in Sportspersons

### Unit-IV

**Enhancing Performance and Self-Confidence:** Psychological skills training (PST): PST Knowledge Base and its Effectiveness, Designing and Implementing a PST program: Defining self-confidence, assessing and building self-confidence. Sports injuries and Dealing with Failure

### Unit-V

**Social and Psychological Dimensions:** Teams and Team Performance: Aggression, Cohesion and Audience Effect, Leadership in Sports; Competition and Cooperation.

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|-----------------|------------|--------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|----------|----------|----------|----------|
|                 |            |                          | THEORY                        |                  |                         | PRACTICAL                     |                         | L        | T        | P        | CREDITS  |
|                 |            |                          | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |
| <b>MAPSY404</b> | <b>DSE</b> | <b>Sports Psychology</b> | <b>60</b>                     | <b>20</b>        | <b>20</b>               | <b>0</b>                      | <b>0</b>                | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |

**Recommended Readings:**

- Cox, R.H (2002) Sport Psychology: Concepts and Applications (5th edition) Boston: McGraw-Hill.
- Robert, G.C., Spink, K.S., and Pemberton, C.L (1999) Learning Experiences in Sport Psychology (2nd edition), Champaign, IL: Human Kinetics. Leunes.
- A and Nation, J.R (2002) Sports Psychology. USA: Thomson Learning. Andersen, M.B. (2005). Sport Psychology in Practice.
- Horn, T. S. (Ed.) (2002). *Advances in sport psychology*. USA: Human Kinetics Publishers.
- Weinberg, R. S., & Gould, D. (2003). *Foundations of sport and exercise psychology*. USA: Human Kinetics Publishers, Inc.

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|-----------------|------------|-------------------------|------------------------------|---------------|----------------------|-------------------------|----------------------|----------|----------------------|----------|----------|---|---------|
|                 |            |                         | THEORY                       |               |                      | PRACTICAL               |                      |          | Teachers Assessment* | L        | T        | P | CREDITS |
|                 |            |                         | END SEM University Exam      | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* |          |                      |          |          |   |         |
| <b>MAPSY405</b> | <b>DSE</b> | <b>Child Psychology</b> | <b>60</b>                    | <b>20</b>     | <b>20</b>            | <b>0</b>                | <b>0</b>             | <b>3</b> | <b>0</b>             | <b>0</b> | <b>3</b> |   |         |

**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.

**Course Educational Objectives (CEOs):**

- CEO 1: Comprehend the concept of child growth and development and the factors influencing it.
- CEO 2: Outline stages of prenatal development, birth, and newborn.
- CEO 3: Comprehend the development milestones in different areas of development.
- CEO 4: Understand the concept of learning through various learning theories.
- CEO 5: Discuss the educational approaches care for children with special needs.

**Course Outcomes (COs):** Students will be able to:

- CO 1: Define basic concepts of child psychology.
- CO 2: Explain the child development journey from prenatal to newborn.
- CO 3: Examine the components of development from infancy to adolescence.
- CO 4: Applications of learning theories.
- CO 5: Relate with governmental schemes for children with special needs.

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|-----------------|------------|-------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|----------|----------|----------|----------|
|                 |            |                         | THEORY                        |                  |                         | PRACTICAL                     |                         | L        | T        | P        | CREDITS  |
|                 |            |                         | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |
| <b>MAPSY405</b> | <b>DSE</b> | <b>Child Psychology</b> | <b>60</b>                     | <b>20</b>        | <b>20</b>               | <b>0</b>                      | <b>0</b>                | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |

**MAPSY405**  
**Child Psychology**

#### Contents

#### Unit-I

**Concept of Child Psychology** - Nature and Scope of Child Psychology; Difference between Maturity, Growth and Learning. Factors Affecting Child Development- Gender Differences, and Genetics and Environmental Interaction.

#### Unit-II

**Concept of Prenatal Development**- Nature, Factors Influencing Prenatal Development, Birth and Newborn. Needs and Care in the Postnatal Period.

#### Unit-III

**Developmental Characteristics (0-18 Years)**- Physical Development, Cognitive Development, Emotional Development, Social Development, Moral Development, and Language Development.

#### Unit-IV

**Concept of Learning**- Nature of Learning, Theory of Trial-and-Error Learning, Theory of Classical and Operant Conditioning.

#### Unit-V

**Children with Special Needs**- Learning Disabilities and Intellectual Disability; Educational Approaches and Government Schemes for Special Children in India.

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|-----------------|------------|-------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|----------|----------|----------|----------|--|
|                 |            |                         | THEORY                        |                  |                         | PRACTICAL                     |                         | L        | T        | P        |          |  |
|                 |            |                         | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |  |
| <b>MAPSY405</b> | <b>DSE</b> | <b>Child Psychology</b> | <b>60</b>                     | <b>20</b>        | <b>20</b>               | <b>0</b>                      | <b>0</b>                | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |  |

**Recommended Readings:**

- Harwood, R. Miller, S. A., R. (2008). **Child Psychology: Development in a Changing Society**. John Wiley & Sons Inc.
- Santrock, J.W. (2011). **A Topical Approach to Life-Span Development**. New Delhi: Tata McGraw-Hill Edition.
- Shenk, D. (2010). **The Genius in All of Us**. New York: Doubleday/Random House.
- Dixon, W. E. (2003). **Twenty Studies that Revolutionized Child Psychology**. Upper Saddle River, NJ: Prentice Hall.
- Lerner, R. M. (Series Ed.) (2015). **Handbook of Child Psychology and Developmental Science**. Volumes I, II, III and IV. Hoboken, New Jersey: Wiley.
- Bornstein, M.H. & Lamb, M.E. (2018). **Developmental Science: An Advanced Textbook** (6th Ed.), New York: Psychological Press.

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|-----------------|------------|----------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|----------|----------|----------|----------|
|                 |            |                            | THEORY                        |                  |                         | PRACTICAL                     |                         |          | L        | T        | P        |
|                 |            |                            | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |
| <b>MAPSY406</b> | <b>DSE</b> | <b>Consumer Psychology</b> | <b>60</b>                     | <b>20</b>        | <b>20</b>               | <b>0</b>                      | <b>0</b>                | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |

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

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

**Course Educational Objectives (CEOs):**

- CEO1: To know the basic concepts of consumer psychology.
- CEO2: To aware with consumer attitude and personality.
- CEO3: To concepts underlying advertising and social influence.
- CEO4: To importance of self and online identity in the virtual world.
- CEO5: To understand online search and advertising in relation to consumer behavior.

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

- CO1: Define basic concepts related to qualitative marketing research.
- CO2: Explain the consumer attitude and personality.
- CO3: Elaborate the concepts of consumer behavior and social influence.
- CO4: Demonstrate a deeper understanding of behavior in the virtual world and use of social media for brand management.
- CO5: Analyze online advertising and retail consumer behavior with respect to decision making.

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|-----------------|------------|----------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|----------|----------|----------|----------|
|                 |            |                            | THEORY                        |                  |                         | PRACTICAL                     |                         | L        | T        | P        | CREDITS  |
|                 |            |                            | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |
| <b>MAPSY406</b> | <b>DSE</b> | <b>Consumer Psychology</b> | <b>60</b>                     | <b>20</b>        | <b>20</b>               | <b>0</b>                      | <b>0</b>                | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |

**MAPSY406**  
**Consumer Psychology**

## Contents

### Unit I

Introduction to Consumer Psychology: Definition, Nature and Methods of Consumer Psychology, Qualitative Consumer and Marketing Research, Approaches to Qualitative Data analysis, Online Observation.

### Unit II

Consumer Attitudes and Personality Attitudes: Introduction, Models of Attitude, Attitude Formation and Change, Personality: Introduction, Theories of personality, Personality and Understanding Consumer Diversity, Components of Communication.

### Unit III

Consumer behavior and Social Influence, products prime social networks, Influencing Socially Normative Behaviors

### Unit IV

Online Consumer Behavior, Self in the virtual world: online identity, authenticity in online communications, Social media, brand management.

### Unit V

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**Advertising:** Online advertising and online search behavior, Retail consumer behavior, Post-decisional Information Search, Family Decision Making, Digital Forum: The Power of Advertising.

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|                 |            |                            | THEORY                        |                  |                         | PRACTICAL                     |                         | L        | T        | P        | CREDITS  |
|                 |            |                            | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |
| <b>MAPSY406</b> | <b>DSE</b> | <b>Consumer Psychology</b> | <b>60</b>                     | <b>20</b>        | <b>20</b>               | <b>0</b>                      | <b>0</b>                | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |

**Recommended Readings:**

- Belk, R. W. & Fischer, E &Kozinets R. V. (2013). **Qualitative Consumer and Marketing Research Los Angeles**: SAGE Publications Ltd.
- Heath, R. (2012). **Seducing the Subconscious, The Psychology of Emotional Influence in Advertising**. West Sussex: Wiley-Blackwell.
- Howard, D., Kirmani, A. &Rajagopal, P. (2012). **Social Influence and Consumer Behavior**. Psychology Press(iv).

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|-----------------|--------------|--------------------------------------|-------------------------------|------------------|-------------------------|-------------------------------|-------------------------|----------|----------|----------|----------|
|                 |              |                                      | THEORY                        |                  |                         | PRACTICAL                     |                         | L        | T        | P        | CREDITS  |
|                 |              |                                      | END SEM<br>University<br>Exam | Two Term<br>Exam | Teachers<br>Assessment* | END SEM<br>University<br>Exam | Teachers<br>Assessment* |          |          |          |          |
| <b>MAPSY407</b> | <b>P/D/I</b> | <b>Minor Research<br/>Project-II</b> | <b>0</b>                      | <b>0</b>         | <b>0</b>                | <b>60</b>                     | <b>40</b>               | <b>0</b> | <b>0</b> | <b>8</b> | <b>4</b> |

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

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

**MAPSY407**  
**Minor Research Project-II**

**Course Educational Objectives (CEOs):**

CEO1: To train special degree the students in Counseling Psychology writing of their final year research proposals, with emphasis on research problems, hypotheses, literature review and research designs.

CEO2: To enable the students to learn practical aspects of research.

CEO3: To train the students in the art of behavioral science analysis and writing.

**Course Outcomes (Cos):** At the successful completion of this course students will be able to:

CO 1: Review and analyze critically research in a specific area of clinical psychology.

CO 2: Acquire knowledge and competency in the design and completion of research studies in counseling psychology.

CO 3: Explain and apply skills in critical analysis.

CO 4: Learned in the classroom as well as through practical exposure methods and techniques of field research.

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|-----------------|--------------|-------------------|------------------------------|---------------|----------------------|-------------------------|----------------------|----------|----------|----------|----------|--|
|                 |              |                   | THEORY                       |               |                      | PRACTICAL               |                      | L        | T        | P        |          |  |
|                 |              |                   | END SEM University Exam      | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* |          |          |          |          |  |
| <b>MAPSY408</b> | <b>P/D/I</b> | <b>Internship</b> | <b>0</b>                     | <b>0</b>      | <b>0</b>             | <b>60</b>               | <b>40</b>            | <b>0</b> | <b>0</b> | <b>8</b> | <b>4</b> |  |

**MAPSY408**  
**Internship**

Each Student would be placed in the field of their chosen specialization at least for 30 days during the summer vacations. The internship would be carried out under the joint supervision of a supervisor and faculty supervisor. Students would produce documented evidence of their work.

**Internship Report:** Each student shall prepare a report on basis of guidelines provided by the supervisors and submit same to the supervisors for authentication and further evaluation.

\*\* The student will have to submit a detail report of internship program. The report should be written in American Psychological Association (APA) format.

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