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COURSE CODE	CATEGORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MACPSY401	**CC**	**Positive Psychology**	**60**	**20**	**20**	**0**	**0**	**3**	**0**	**0**	**3**

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 know the concepts of positive psychology and its importance in current scenario.
CEO2: To acquaint with theoretical framework of different positive attributes of individual.
CEO3: To be aware with sources of stress and coping strategies techniques.
CEO4: To learn the concept character strength virtues and barriers to developing it.
CEO5: To familiarize terms like strengths, optimism, hope, emotional intelligence, happiness, mindfulness and how these related to meaningful life.

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

CO1: Understand the meaning and conceptual approaches of positive psychology.
CO2: Analyze the determinate of happiness and well-being.
CO3: Apply various coping strategies techniques to overcome stress.
CO4: Identify the key virtues and character strengths which facilitate happiness.
CO5: Develop different strategies to enhance various positive emotions for happiness.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MACPSY401	CC	Positive Psychology	60	20	20	0	0	3	0	0	3

MACPSY401
Positive Psychology

Contents

Unit I
Introduction: Definition, Historical Overview of Approaches of Positive Psychology – Indian, Western and Eastern Perspectives on Positive Psychology, Applications (School and Work Settings), Current trends of Positive Psychology.

Unit II
Happiness and Well-being: Concept, Definition and Determinants, Model of Happiness (PERMA). Hedonic and Eudaimonic traditions of Wellbeing, Strategies to Enhance Happiness, Psychology of Flow and Engagement.

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 of Virtues (Seligman's approach), Religion, spirituality and transcendence, Religion and virtues: Buddhism, Confucianism, Islam, and Hinduism.

Unit V
Positive Affect and Emotions: Meaning and Nature of Self-Efficacy, Optimism, Hope, Mindfulness, Pleasure, Forgiveness, Wisdom, and Courage.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MACPSY401	CC	Positive Psychology	60	20	20	0	0	3	0	0	3

Recommended Readings:

- Dunn,D.S.(2018*). Positive Psychology: Established and emerging issues.* New York: Taylor &Francis.
- Carr, A. (2004*). Positive psychology*. London: Rutledge.
- Compton, W.C. (2005). *Introduction to positive psychology*. Belmont: Wadsworth.
- Martin E. P. Seligman (2004). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment.* Paperback
- Snyder, C.R. & Lopez, S. J. (2002*) Handbook of positive psychology.* Oxford University Press.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MACPSY403	**CC**	**Rehabilitation Psychology**	**60**	**20**	**20**	**0**	**0**	**3**	**0**	**0**	**3**

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

Course Educational Objectives (CEOs):

CEO1: To Recognize psychological problems, needs and setting goals as relevant to rehabilitation of persons with disabilities.

CEO2: To understand about implementation of various intervention strategies.

CEO3: To know about various disabilities and their diagnosis.

CEO4: To provide the knowledge of different types of injuries and their rehabilitation.

CEO5: To develop problem solving skills and know intervention strategies at individual, group and community level.

Course Outcomes (COs):

CO1: Recognize the network of psychological, social, biological, and environmental factors that affect the functioning of rehabilitation process.

CO2: Diagnose mental health issues/problems in person with disability.

CO3: Recommend and/or carryout appropriate psychological and behavioral interventions and counseling in persons with disability.

CO4: Work with community to promote health and enhance quality-of-life and Psychological Well-being.

CO5: 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).

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MACPSY403	CC	Rehabilitation Psychology	60	20	20	0	0	3	0	0	3

MSCPSY403
Rehabilitation Psychology

Contents

Unit I
Rehabilitation Psychology: Meaning Nature and Type of Rehabilitation Psychology Ethical issues in Rehabilitation Psychology.

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

Unit III
Psychiatric Rehabilitation: Meaning, Definitions, Steps, Approaches, and Methods of Psychiatric Rehabilitation, Interventions in Psychiatric Rehabilitation.

Unit IV
Neurocognitive Rehabilitation of Person with Deficits of Memory, 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, Prevention Detention (PD)Act, Rehabilitation Council of India Act (RCI)Act, National Trust Act.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MACPSY403	**CC**	**Rehabilitation Psychology**	**60**	**20**	**20**	**0**	**0**	**3**	**0**	**0**	**3**

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).*PsychiatricRehabilitation.* (2[nd]ed.). New York Academic Press.
- Stuss,D.T.,Winocur,G.,&Robertson,I.H.(2010).*Cognitive Neurorehabilitation: Evidence and Application* (2[nd]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.* NewYork :Psychology Press
- Rehabilitation Council of India. (n.d.). Information Booklet Rehabilitation Council of India. In *Information Booklet*.

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			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MACPSY402	CC	Counselling in Special Areas	60	20	20	30	20	2	0	2	3

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 than10 marks.

Course Educational Objectives (CEOs):

CEO 1: Familiarity with various areas of counselling.

CEO2: Acquaintance with the abuse and family counselling.

CEO3: Discuss the counselling for common problem areas.

CEO4: Learn the counselling skills for special groups.

CEO5: Learning techniques of counselling in different settings.

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

CO1: Elaborate counselling techniques for various areas.

CO2: Describe counselling skills for dealing with abuse.

CO3: Apply counselling skills for general problems.

CO4: Discuss counselling for children.

CO5: Analyze the techniques required for counselling in other settings.

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			THEORY			PRACTICAL					
			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MACPSY402	CC	Counselling in Special Areas	60	20	20	30	20	2	0	2	3

MACPSY402
Counselling in Special Areas

Unit I

Areas of Counselling- Concept and Nature of Educational counselling, Career Counselling, Vocational counselling, Rehabilitation Counselling.

Unit II
Abuse Counselling- Emotional, Physical, and Sexual; Family counselling, Divorce and Marital Counselling.

Unit III
Counselling for Substance abuse, Anger Management Techniques, Managing Emotional Instability and Crisis Intervention Counselling.

Unit IV
Trauma Counselling, Counselling Women and Adolescents; Counselling patients with Chronic Illness.

Unit V
Counselling in Different Settings- Industrial Counselling, Workplace Counselling, Medical and Health Counselling, and Psychoeducation.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*				
MSCPSY 402	CC	Counselling in Special Areas	60	20	20	30	20	2	0	2	3

List of Practical: (Any Five)

- Career Preference Record
- Guidance Need Inventory
- Emotional Stability
- Loneliness Inventory
- Self-Disclosure Inventory
- Digital gaming addiction scale

Recommended Readings:

- Cormier, S., & Hackney, H. (2020). Counseling strategies and interventions (9th ed.). Pearson.

- Fouad, N. A., & Grus, C. L. (2019). APA handbook of counseling psychology (Vol. 1). American Psychological Association.

- McLeod, J. (2019). An introduction to counseling (6th ed.). Open University Press.

- Schulte, A., & Montgomery, M. (2021). Counseling and psychotherapy: A comprehensive guide (2nd ed.). Sage Publications.

- Woolfe, R., Dryden, W., & Strawbridge, S. (2021). Handbook of counseling psychology (4th ed.). Sage Publications.

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			THEORY			PRACTICAL					
			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY404	**DSE**	**Sports Psychology**	60	20	20	0	0	3	0	0	3

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 10marks.

Course Educational Objectives (CEOs):

CEO1: To gain knowledge of the field of sports psychology
CEO2: To learn the 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):

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					
			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*	L	T	P	CREDITS
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					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY404	DSE	Sports Psychology	60	20	20	0	0	3	0	0	3

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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MAPSY405	**DSE**	**Child Psychology**	**60**	**20**	**20**	**0**	**0**	**3**	**0**	**0**	**3**

***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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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY405	**DSE**	**Child Psychology**	60	20	20	0	0	3	0	0	3

MAPSY405
Child Psychology

Contents

Unit-I

Concept of Child Psychology - Nature and Scope of Child Psychology; Difference betweenMaturity, 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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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY405	**DSE**	**Child Psychology**	**60**	**20**	**20**	**0**	**0**	**3**	**0**	**0**	**3**

Recommended Readings:

- 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 SaddleRiver, 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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COURSE CODE	CATEGORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY406	**DSE**	**Consumer Psychology**	60	20	20	0	0	3	0	0	3

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 be aware of 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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OURSE CODE	CATEGORY	COURSE 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*				
MAPSY406	DSE	Consumer Psychology	60	20	20	0	0	3	0	0	3

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
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					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY406	**DSE**	**Consumer Psychology**	**60**	**20**	**20**	**0**	**0**	**3**	**0**	**0**	**3**

Recommended Readings:

- Belk, R. W. & Fischer, E & Kozinets R. V. (2013). *Qualitative Consumerand 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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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY407	P/D/I	Minor Research Project-II	0	0	0	60	40	0	0	8	4

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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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY408	P/D/I	Internship	0	0	0	60	40	0	0	8	4

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 thesupervisors 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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