



**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. Applied Psychology**  
**Semester IV (Batch 2021-2023)**

COURSE 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*				
<b>MSCAPSY 401</b>	<b>CC</b>	<b>Neuropsychological 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.

**MSCAPSY401**  
**Neuropsychological**  
**Rehabilitation**

**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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**MSCAPSY401**

**Neuropsychological Rehabilitation**

**Contents**

**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

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### Unit V

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

#### 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.
- Parsuraman, R. (1998). **Attentive brain**. London: MIT Press.

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<b>MSCAPSY 402</b>	<b>CC</b>	<b>Counselling &amp; Psychotherapeutic Process</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 various theoretical orientations to counseling and Psychotherapy.
- CEO 2: Gain knowledge on approaches like Psychoanalytic, Humanistic, Gestalt, Experiential, Cognitive, Behavioral, Multimodal etc.
- CEO 3: In-depth knowledge in behavior therapy
- CEO 4: Discuss the cognitive therapy and REBT
- CEO 5: Understand other various types of therapies

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

- CO 1: Elaborate the various approaches to counseling
- CO 2: Implement a minimum three therapeutic techniques in each approach
- CO 3: Critique various approaches to behavioral therapy.
- CO 4: Apply techniques of cognitive therapy
- CO 5: Compare and contrast various psychotherapies.

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**MSCAPSY402**  
**Counselling**  
**and**  
**Psychotherapeutic Processes**

**Unit I**

Introduction to Psychotherapy: A historical perspective, Main features of modern Psychotherapy, Objectives, Therapeutic processes, Counselling Psychology: Definition, Nature and Scope, Principles of Counselling Psychology; Counseling Process, Counselling Relationship.

**Unit II**

Psychoanalytic Psychotherapy, Person Centered Psychotherapy, Gestalt Therapy, Therapeutic process and Techniques, Application of techniques and procedures.

**Unit III**

Behavior Therapy, Lazarus Multimodal Approach to Psychotherapy: Introduction to Multimodal Psychotherapy theory; Therapeutic process; Application of techniques and procedures

**Unit IV**

Cognitive Therapy: Introduction to Albert Ellis Rational Emotive Behavioral (REBT) theory; Group therapy, Family therapy, Psychodrama, Play therapy and Supportive Psychotherapy.

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### Unit V

Aaron Beck's Cognitive Behavior Therapy CBT: Introduction to Aaron Beck's cognitive theory (CT); therapeutic process; Techniques; Application of techniques and procedures, Integrative Approach to Psychotherapy: Integration vs. Eclecticism.

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

- Eyesneck's Personality Questionnaire
- Type A/B Behaviour Pattern Scale
- Scale for Introversion-Extraversion
- Maudsley Personality Inventory
- Learning Disability Battery

#### Recommended Readings:

- Corey, G. (2008). **Theory and Practice of Counselling and Psychotherapy** (8<sup>th</sup> Ed.) Canada: Brookes/Cole.
- Corey, G. (2008). **Student Manual For Theory And Practice Of Counselling And Psychotherapy** (8<sup>th</sup> ed.). CA: Brooks/Cole.
- Gilland, B.E., & James, R.K. (1998). **Theories and Strategies in Counselling and Psychotherapy**. Singapore: Allyn and Bacon.
- Sheldon J. Korchin. (2004). **Modern Clinical Psychology: Principles of Intervention in the Clinical and Community**. Paperback
- Rickey L. George, & S. Cristiani. (1994). **Counseling: Theory and Practice**. (4<sup>th</sup> Ed.) Pearson.

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<b>MSCAPSY 403</b>	<b>CC</b>	<b>Psychology of Happiness &amp; Peace</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>

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**Course Educational Objective (CEOs):**

- CEO1: Understanding basic concepts of Psychology of happiness.
- CEO2: Discussing relationship between peace and culture.
- CEO3: Familiarity with the scope of peace and happiness.
- CEO4: Understanding challenges in peace.
- CEO5: Familiarity with the role of peace.

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

- CO1: Build relevant competencies for experiencing and sharing happiness as lived and its implications.
- CO2: Develop a sense of empowerment for individual to promote peace related values
- CO3: Disseminate perspectives to build culture of peace and harmony in community life.
- CO4: Elaborating role of organization in peace promotion.
- CO5: Describe relationship between peace and culture.

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<b>MSCAPSY403</b>	<b>CC</b>	<b>Psychology of Happiness &amp; Peace</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>

**MSCAPSY403**  
**Psychology of Happiness**  
**& Peace**

**Contents:**

**Unit I**

Introduction to Psychology of Happiness, Types of Happiness, Subjective well-being, psychological wellbeing, Measurement of Happiness, Quality of life. Happiness in work and Relationships.  
Positive Emotions and its Influences, Gratitude and Happiness.

**Unit II**

Values and Conflict Management: Integrative and distributive approach to values conflict, Negative Emotions: Shame, Guilt, Embarrassment and Anger.

**Unit III**

Peace and Happiness, Peace Psychology, Definition, Scope, Importance, Types of peace, Impact of peace, Peace conflict and violence.

Convention, Role of organizations in promoting Peace; Accounts and challenges.

**Unit IV**

Psychology of Specific Conflicts and Peace efforts, War Ethics and Geneva

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<b>MSCAPSY4 03</b>	<b>CC</b>	<b>Psychology of Happiness &amp; Peace</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>

### Unit V

Peace and Culture: Role of Peace education, Collaboration, Humility, and social values in Promoting peace in individual and social living.

### Recommended Readings:

- Baumgardner, S.R.&Crothers,M.K. (2009).**PositivePsychology**.NewDelhi:PearsonEducation
- Blumberg,H.H., Hare, A.P.,&Costin,A. (2006).**PeacePsychology:Acomprehensiveintroduction**.Cambridge.UniversityPress.
- Carr,A.(2004).PositivePsychology.**TheScienceofHappiness andHumanStrengths**. London:Routledge.
- Cheistie,D.J.Wagner, R. V. &Winter, D.D.(2001)**PeaceConflictandViolence:PeacePsychologyfor the 21<sup>st</sup>Century**..SaddleRiver,N.J.:PrenticeHall
- Hardit,J.(2006).**HappinessHypothesis**.BasicBooks.
- Macnare,R.M.(2008).**ThePsychologyofPeace:AnIntroduction**,LoyolaPress.
- MartinE. P.Seligman. (2004).**AuthenticHappiness:UsingtheNewPositivePsychologytoRealizeYourPotentialforLastingFulfillment**.AtriaBooks
- Snyder,C.R.&Lopez. S.(2007). **PositivePsychology:Thescientificand PracticalexplorationsofHumanStrengths**.SagePublication

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<b>MSCAPSY404-E1</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>

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**Course Educational Objectives (CEOs):**

- CEO1: To know evolving field of sports psychology and exercise 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):**

- 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 an effective social and psychological skills for trusting relationship in sportspersons.

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**MSCAPSY404-E1**  
**Sports Psychology**

**Contents:**

**Unit-I**

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

**Unit-II**

**Personality and sport:** Meaning and Approaches of personality, Personality testing in sport and exercise, Sport personality questionnaire, Personality type and sport performance.

**Unit-III**

**Motivation:** Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sportspersons

**Unit-IV**

**Enhancing Performance and Self-Confidence:** Psychological skills training (PST): PST knowledge base and its effectiveness, Phases of PST programs: Education and practice, Designing and implementing a PST program: Defining self-confidence, assessing and building self-confidence.

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**Unit-V**

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

**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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COURSE 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*				
<b>MSCAPSY404-E2</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 University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MSCAPSY404-E2	DSE	Child Psychology	60	20	20	30	20	3	0	0	3

**MSCAPSY404-E2**  
**Child Psychology**

**Contents**

**Unit –I**

**Concept of Child Development-** Nature and Scope of Child Psychology; Difference between Maturity, Growth and Learning.

**Factors Affecting Child Development-** Gender Difference, and Genetics and Environmental Interaction.

**Unit-II**

**Concept of Prenatal Development-** Nature, Factors Influencing Prenatal Development, Birth and Newborn.

**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

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and Government Schemes for Special Children in India.

COURSE 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*				
<b>MSCAPSY404-E2</b>	<b>DSE</b>	<b>Child Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</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.
- Salkind, N. J. (2004). **An Introduction to Theories of Human Development.** SAGE Publications, Inc., <https://dx.doi.org/10.4135/9781483328676>

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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>MSCAPSY404-E3</b>	<b>DSE</b>	<b>Consumer Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</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 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 University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MSCAPSY404-E3</b>	<b>DSE</b>	<b>Consumer Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**MSCAPSY404-E3**  
**Consumer Psychology**

**Contents**

**Unit I**

Qualitative Consumer and Marketing Research, Qualitative Research Projects & Depth Interviews, Approaches to Data analysis, Interpretation and Theory, Online Observation.

**Unit II**

Advertising: Seducing the Subconscious, Psychology of Communication, Emotion and Consciousness, Decisions and Relationships

**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**

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 University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MSCAPSY404-E3</b>	<b>DSE</b>	<b>Consumer Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</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 University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MSCAPSY405	P/D/I	Major Research Project-II	0	0	0	100	0	0	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.

**MSCAPSY405**  
**Major Research Project-II/**  
**Dissertation**

**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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