



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

SVISSHA

MA- Psychology

SUBJECT CODE	CATEGORY	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		T h	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY 301	Compulsory	Life-Span Psychology	60	20	20	30	20	4	0	2	5

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 the lenses of social, cognitive and biological theories.
- Understand the concepts of healthy development and practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span.

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

- Grasp the relevance of a developmental perspective to human development.
- Understand and apply the major theoretical concepts related to different domains of development across the lifespan.
- Recognize the major issues, challenges milestones and developmental tasks related to different domains of development

MAPSY301
Life-Span Psychology
Unit I

Introduction to Life-Span Development- Importance of studying Life-Span Development, Characteristics of life-span development, Nature of Development, Scope of Life span Development , Social contexts of lifespan development

Unit II

Biological Processes in Human Development- Part 1: Biological Bases to explain Human Development, Heredity-Environment Correlations; Important physical changes; Challenges for psychological development. Sleep Disorders across life span; Eating disorders in Adolescence, Obesity in adulthood, Chronic diseases and disorders in the Aging process. Bio-psycho social model of health.

Unit III

Cognitive Processes and Development- Piaget and Vygotsky’s theory of cognitive development; Age related challenges to cognitive development


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Unit IV

Socio-Emotional Processes and Development Across Life Span- Part I: Development of Emotion, Temperament, Attachment and Love: Bowlby, Ainsworth, Sternberg. Development of Identity: Erickson's theory; Parenting. Moral Development, Contexts of moral development: Kohlberg's theory, Fowlers Theory; life cycle theories: Levinson

Unit V

Endings of Life Biological and social theories of aging, Successful aging; Death, Causes for death across life span, Suicide in adolescence and adulthood; Facing one's own death, coping with the death of someone else.

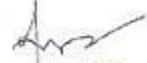
List of Practical:

- Group social problem solving skills
- Guidance needs inventory
- Psychological well being scale
- Adolescent problem checklist
- Bells adjustment inventory
- Death Anxiety scale

Recommended Readings

- Santrock, J.W. (2011). **A topical Approach to life-Span Development**. New Delhi: Tata McGraw-Hill Edition.


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MAPSY 302	Compulsory	Physiological Psychology	60	20	20	0	0	3	1	0	4

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:

- To familiarize students with various methods used to investigate the biological basis of behavior .
- To familiarize students with the scientific terminology that relate to biopsychology.
- To provide basic information about the structure and functioning of the nervous system as well as the basics of genetics and their impact on behavior.
- To familiarize students with the molecular basis of learning and memory.
- To teach what is currently known about the biological basis of cognitive processes, emotions, and behavior.

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

- Demonstrate that they are familiar with the basic concepts and theories in biopsychology.
- Describe the basic structure and functioning of the nervous system.
- Identify the divisions of the brain and their primary functions.
- Describe the basics of genetics and discuss their role in behavioral and psychological processes.
- Describe the structure and functioning of neurons.
- Identify major neurotransmitters and describe their functions.
- Understand the basic principles of psychopharmacology.
- Understand and discuss the biological basis of learning and memory, emotional responses, sensory perception, psychological and neurological disorders, and addiction.
- Approach psychological and behavioral processes from a biopsychological perspective.
- Use scientific terminology correctly while talking about biology and behavior

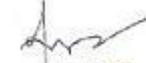
MAPSY302

Physiological Psychology

Unit I

Definition, Methods of Physiological Psychology, Biological foundation of psychology:
Organization and functions of the brain and spinal cord.


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Unit II

Neuron: Structure, types, and Function, Synaptic transmission. Nervous System: Structure and functions of major parts of the nervous system, hemispheric specialization.

Unit III

Endocrine system: Structure, function and Abnormalities of major glands: Thyroid, Adrenals, gonads, Pituitary, pancreas and pineal glands.

Unit IV

Hemisphere Specialization- Role of Corpus Callosum & Anterior , Split- Brain, Lateratization of Language.

Unit V

Sleep and circadian rhythm: Biological rhythms, states of sleep and disorders of sleep. Drug and behaviour: Determinants of drug effects; drug abuse and addiction

Recommended Readings:

- Carlson, N. R. (1990). **Physiology of Behaviour**. Boston: Allyn & Bacon.
- Carlson, N. (2013). **Physiology of behavior**. NJ: Pearson Education Inc.
- Clifford T. Morgan (1965), **Physiological Psychology**. McGraw; Hill Publication.
- Hall, J.E. (2011). **Guyton & Hall Textbook of medical physiology**. Elsevier.
- Kalat, J.W. (2012). **Biological psychology**. CA: Wardsworth/Thomson Learning.
- Kolb, B. & Whinshaw, I.Q. (2013). **An introduction to brain and behavior**. New York: Worth Publisher.
- Levinthal, C. F. (1983). **Introduction to Physiological Psychology**. New Delhi: PHI.
- Levitt, R. A. (1981). **Physiological Psychology**. New York: Holt.
- Rozenweig, M. H. (1989). **Physiological Psychology**. New York: Random.


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MAPSY 303	Compulsory	Educational Psychology	60	20	20	30	20	4	0	2	5

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:

- Describe key concepts, principles, and theories of educational psychology.
- Describe applications of educational psychology.

Course Outcomes (Cos): Students will be able to:

- Understand the role and application of psychology in education.
- Understanding learner diversity.
- Managing classroom behavior.

MAPSY303 Educational Psychology

Unit I

1. Psychology and Education : Concept of Psychology and Educational Psychology –Meaning and Definitions,Contribution of Various Schools of Psychology – 1) P sychodynamic 2) Humanistic, 3) Behavioristic, 4) Cognitive, 5) Neurobiological
Scope of Educational Psychology, research methods used in education psychology

Unit II

Critical Analysis and Educational Implications of Learning, Cognition and Constructivism Behaviorist Theories : Classical Conditioning (I. Pavlov, J. Watson) Operant Conditioning (B.F. Skinner) Reinforcement Theories (B.F. Skinner, W. Guthrie) Cognitive Constructivist Theories : Cognition, Information Processing, Meta Cognition, Constructivism and Active Learning (David Ausubel, Jerome Bruner, Gagne),Social Learning (Albert Bandura) and Social Constructivism (L. Vygotsky)



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Unit III

Implications for Learning and Thinking Styles in Classroom Teaching: Learning styles : Concepts and Application of Kolb's Mode, Thinking Styles : concept, Application and Contribution of R. Sternberg
Creative Thinking: Concept, Application and Contribution of E. De' Bono, Teaching Thinking : Feuerstein Approach

Unit IV

Educational Needs of Differently Abled Children : Catering to Individual Differences - Cognitive Exceptional Children, Physically Exceptional Children, Socio – Culturally Exceptional Children Concept and Types of Learning Disabilities, Dyslexia, Dysgraphia, Dyscalculia.

Inclusive Education: Concept of Mainstreaming, Integration and Inclusion, Need and Importance of Inclusive Education in the Indian Context.

Unit V

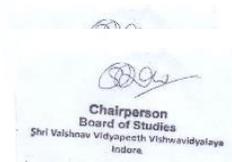
Problems and Approaches to Managing Classroom Behavior: Identifying Behavior Problem: Distraction, Aggression, Interpersonal Problems, Analyzing Behavior Problems :Defining Behavior, Identifying Antecedents and Consequences, Chain of Events Leading to Behavior Problems. Group Dynamics: Leadership, Team Building and Techniques of Managing the Group.

List of Practical:

- Teacher attitude scale
- Teacher effectiveness scale
- Teacher's job satisfaction scale
- Teacher commitment inventory
- Socio-Emotional school climate inventory
- Attitude towards open and distance education

Recommended Readings:

- Baron, R.A. (2002) **Psychology** (5th Ed.) Singapore, Pearson Education Asia.
- Baron J. and Sternberg, R. (eds.) (1987) **Teaching Thinking Skills : Theory and Practice** New York, W.H. Freeman.
- Costa, A. (2001) **The Vision: Developing Minds** (3rd ed.) Alexandria.





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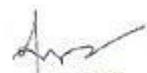
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MAPSY 304	Compulsory	Minor Research Project I	0	0	0	60	20	0	0	0	5

At the end of the semester the students who have opted for an honors degree have to submit a minor research project in the subject they wish to obtain an honors degree. The objectives of the course is

- 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


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MBAI301C HUMAN VALUES AND PROFESSIONAL ETHICS

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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 *				
MBAI301C	Human Values and Professional Ethics	60	20	20	-	-	4	-	-	4

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

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

Course Objectives

The objective of the course is to disseminate the theory and practice of moral code of conduct and familiarize the students with the concepts of “right” and “good” in individual, social and professional context.

Course Outcomes

1. Help the learners to determine what action or life is best to do or live.
2. Right conduct and good life.
3. To equip students with understanding of the ethical philosophies, principles, models that directly and indirectly affect business.

COURSE CONTENTS

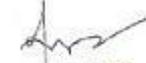
Unit I: Human Value

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


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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

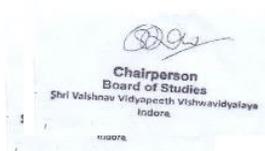
1. Guna Theory
2. Sanskara Theory
3. Karma Theory
4. Nishkama Karma Yoga and Professionalism

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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MAPSY 306	Compulsory	Comprehensive Viva Voce	0	0	0	100	0	0	0	0	5

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

MAPSY306
Comprehensive Viva Voce

Viva voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during the course of their post graduate programme. In doing so, the main objective of this course is to prepare the students to face interview both at the academic and the industrial sector.

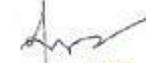
Course Educational Objectives (CEOs):-The students will be able to:

1. To provide an opportunity for students to apply theoretical concepts in real life situations
2. To enable students to manage resources, work under deadlines, identify and carry out specific goal oriented tasks
3. The Paper will help to 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


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