



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BA Psychology**  
**Semester V (Batch 2023-2026)**

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*				
BAPSY501	Major	Introduction to Health 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 basic concept of health in psychology.
- CEO2: To provide knowledge about various techniques to improve the well-being at workplace.
- CEO3: To aware with the source of stressor and its management techniques.
- CEO4: To familiarize with the positive emotions of humans and its techniques to enhance healthy behavior.
- CEO5: To learn about the levels of prevention and health changing behavior via social engineering.

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

- CO1: Understanding the spectrum of health in psychology for better health management.
- CO2: Understand the nature of well-being and various health program running by government of India.
- CO3: Identifying stressors in one's life and how to manage them.
- CO4: Developing an understanding of human strengths and virtues, and gain insights into positive aspects of work.
- CO5: Apply the techniques of preventions and social policy to improve the health behavior.

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**BAPSY501**  
**Introduction to Health Psychology**

**Contents**

**UNIT I**

**Introduction to Health in Psychology:** Definition, Scope and Components of Health; Meaning and Relationship between Mental and Physical Health; Mind and Body Relationship; Biopsychosocial Model

**UNIT II**

**Health and Well-Being:** Meaning of Well-Being; Difference Between Health and Well-Being; Promoting Health and Well-being; Overview of Ayushman Bharat Yojana and National Health Program.

**UNIT III**

**Health Compromising Behaviours:** Pain and Illness, Stress and its Management. (Identifying the Stressors, Self-Monitoring, Recognizing Negative Self-Talk, Handling Negative Emotions, Relaxation, Meditation and Spiritual Methods).

**UNIT IV**

**Health Enhancing Behaviors:** Psychological Factors: Resilience, Hope, Optimism, Exercise, Safety, Nutrition. Health compromising behavior: Substance Abuse and its Management.

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BAPSY501	Major	Introduction to Health 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.

## UNIT V

**Health Behavior and Primary Prevention:** Health Behavior, Barriers to Effective Health Promotion. Factors influencing the Practice of Health Behavior; Changing Health Behaviors through Social Engineering.

### Recommended Readings:

- Matteo D., M.R. & Martin, L.R. (2002). *Health psychology*. Pearson.
- Taylor, S. E. (2018). *Health Psychology. (10<sup>th</sup> Edition)* McGraw Hill.
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions (4th Ed.)*. Wiley.
- Snyder, C.R. & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA, Sage.

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BAPSY502	Major	Psychological Testing	60	20	20	30	20	2	0	2	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A –Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

- CEO 1: To understand the concept of psychological assessment, testing and measurement.
- CEO 2: To understand the principles of test construction.
- CEO 3: To learn different viewpoints towards intelligence, achievement, and aptitude tests.
- CEO 4: To familiarize the purpose of personality measurement and types of projective techniques.
- CEO 5: To know various data collection techniques in clinical and counselling settings.

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

- CO1: Differentiate between psychological assessment, testing and measurement.
- CO2: Explain criteria of good test norms, reliability, and validity.
- CO3: Differentiate between intelligence, achievement, and aptitude tests.
- CO4: Classify and evaluate projective techniques.
- CO5: Develop competence in test techniques and their application

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BAPSY502	Major	Psychological Testing	60	20	20	30	20	2	0	2	3

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

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**BAPSY502**  
**Psychological Testing**

**UNIT-I**

Introduction to Measurement - Concept of Assessment and Testing; Historical, Cultural and Ethical Considerations in Testing; Scales of Measurement – Nominal, Ordinal, Interval, and Ratio Scales; Concept of Standard Scores – Z-score and T-score

**UNIT-II**

Test Construction – Steps of Test construction, Item Writing, Item Analysis; Reliability – General Model of Reliability, Methods of Estimating Reliability; Validity – Concept and Types.

**UNIT-III**

Assessment and Nature of Intelligence, Individual and Group Testing – Stanford-Binet Intelligence Test, The Wechsler Scales, and Measuring Multiple Aptitudes

**UNIT-IV**

Assessment of Personality- Basic Concepts and Assessment Methods – Objective, Projective and Behavioural Method

**UNIT-V**

Testing and Assessment in Action: Clinical and Counseling Assessment, and Neuropsychological Assessment

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BAPSY502	Major	Psychological Testing	60	20	20	30	20	2	0	2	3

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

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**List of Practical**

- Locus of Control
- General Mental Ability Test
- Item Writing and Analysis
- Seguin Form Board
- Maudsley Personality Inventory

**Recommended Readings:**

- Cohen, J.R., Swerdlik, M.E (2022). *Psychological Testing and Assessment: An Introduction to Tests and Measurement (9<sup>th</sup> Ed.)* McGraw Hill Education (India)
- Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics. (2nd Ed.)* Oxford: Blackwell Publishers
- Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.
- Murphy, K.R. & Davidshofer, C.O. (2019). *Psychological Testing: Principles & Applications (6th Ed.)* New Jersey: Prentice Hall.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)* Boston: Pearson Education.

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BAPSY503	DSE	Media Psychology	60	20	20	0	0	4	0	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):**

**CEO1:** Know the basic concept of media and its relationship with culture.

**CEO2:** Understand the effect of media on human psyche.

**CEO3:** Explain critical vision about the role of psychology in media

**CEO4:** Understand the challenges and current trends and issues of media psychology.

**CEO5:** Define the psycho-social effect of media on personality

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

**CO1:** Analyze the key concepts in Psychology and its depiction in the media.

**CO2:** Demonstrate the underlying psychological processes and mechanisms.

**CO3:** Develop a checklist for selecting/ screening “useful” piece of information.

**CO4:** Differentiate between effect of virtual and social media on behaviour.

**CO5:** Recall the concepts of media influence on perception.

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BAPSY503	DSE	Media Psychology	60	20	20	0	0	4	0	0	4

**BAPSY503**  
**Media Psychology**

**Contents**

**UNIT- I**

**Understanding mass media;** Challenges, Issues in Media psychology; Culture and Media; Ethics and regulation of Media, Stress and Health in the Media

**UNIT-II**

**Digital Technology:** Audio-Visual media: TV and movies and Print media; Nature and their impact; Challenges in Media Development: fantasy Vs reality, socialization, Stereotyping; case studies in the Indian context.

**Unit III**

**Advertising and Media:** Effective program development in advertising and Media; Promotions and campaigns in Media; Case studies in the Indian context.

**Unit IV**

**Emerging technologies:** Virtual social media and interactive media; Gaming Issues of internet addiction, Role of media and human behavior, Relationship between personality and media

**Unit V**

**Understanding the impact and the role of Media in human behavior:** Importance of studying the psychology of Media; Influence of media on perception and behavior; Sociological behavioral and psychological effects of Media.

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BAPSY503	DSE	Media Psychology	60	20	20	0	0	4	0	0	4

**Recommended Readings:**

- Dill, K.E. (2009). *How Fantasy becomes Reality Seeing Through Media Influence*. New York: Oxford University Press.
- Giles, D. (2003). *Media Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.
- Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. NY: Taylor & Francis Group.
- Kirsh, S.J. (2006). *Children, Adolescents and Media Violence*. New York: Sage.

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BAPSY504	DSE	Foundations of Community Psychology	60	20	20	0	0	4	0	0	4

**Course Educational Objectives (CEOs):**

- CEO1: To gain knowledge of the emergence of community psychology as a discipline.
- CEO2: To understand the core values of community psychology.
- CEO3: To explain different program development and community-based rehabilitation.
- CEO4: To develop skills of community-based health interventions.
- CEO5: To develop an understanding about applications of community psychology in daily life.

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

- CO1: Know the history, major approaches, and key issues of community psychology.
- CO2: Evaluate the core value of community psychology.
- CO3: Apply the various program on ground level.
- CO4: Demonstrate the skills of community-based health interventions in practical life.
- CO5: Apply the community psychology in daily life.

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BAPSY504	DSE	Foundations of Community Psychology	60	20	20	0	0	4	0	0	4

**BAPSY504**

**Foundations of Community Psychology**

**Contents**

**Unit I**

**Introduction:** Definition and history of community psychology; types of communities, perspectives and levels. Research methods used in community psychology. Emerging trends in community psychology

**Unit II**

**Community values :** Individual and family wellness; sense of community; respect for human diversity; social justice; citizen participation; collaboration and community strengths.

**Unit III**

**Health promotion:** process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context. Community based rehabilitations.

**Unit IV**

**Interventions:** Concept and practices for community development and empowerment, Case studies of community intervention programs by the governmental and nongovernmental organizations in Indian context such as, rural panchayat programs, children's education, citizen right, social accounting.

**Unit V**

**Applications of community psychology**

Program Prevention; Basic Concepts in Prevention; Primary and Secondary, Self-Help Groups: Growth and Work, Careers in Community Psychology, Qualities for a Community Psychologist, Training in Community Psychology.

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BAPSY504	DSE	Foundations of Community Psychology	60	20	20	0	0	4	0	0	4

**Recommended Readings:**

- Deb, S; Sunny, A.M.; & Sanyal, N (2020). *Community Psychology: Theories and Applications*. Sage Publication India
- Fetterman, D.M., Kaftarian, S.J. & Wandersman, A. (1996). *Empowerment Evaluation*. New Delhi: Sage Publication.
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Wadsworth Cengage Learning.
- McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). *An Introduction to Community Health*. United States: Jones and Bartlett Publishers.
- Murray Levine, Douglas D. Perkins and David V. Perkins. (2005). *Principles of Community Psychology: Perspectives and Applications*. Oxford University Press.

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BAPSY505	DSE	Psychological Adjustment	60	20	20	0	0	4	0	0	4

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

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**Course Educational Objectives (CEOs):**

**CEO1:** To know the basic concepts involved in the process of adjustment.

**CEO2:** To create awareness of the different contexts in which adjustment plays a role.

**CEO3:** To understand and apply effective communication styles and their various aspects.

**CEO4:** To explain healthy vs. unhealthy coping styles and the different approaches to coping strategies.

**CEO5:** To impart understanding of occupational stressors and conflicts and their management.

**Course Outcome (COs):**

**CO1:** To understand the scientific aspects of the process of adjustment.

**CO2:** To deconstruct the different areas of adjustment in practical life.

**CO3:** To have an in-depth understanding of strategies of effective communication and their application indifferent areas of life.

**CO4:** To summarize different coping styles and effective management of healthy and unhealthy mechanisms of coping behaviour.

**CO5:** To examine workplace conflicts and solutions to minimize them.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BA Psychology**  
**Semester V (Batch 2023-2026)**

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				
BAPSY505	DSE	Psychological Adjustment	60	20	20	0	0	4	0	0	4

**BAPSY505**

**Psychological Adjustment**

**Contents**

**UNIT-I**

**Adjustment:** Nature, Characteristics, and Process of Adjustment; Basic Principles of Adjustment; Scientific Approach to Adjustment; Theories of Adjustment: Homeostasis, Cognitive Dissonance.

**UNIT-II**

**Areas of Adjustment:** Peer Relations, Marital, Occupational and Adjustment in Different Cultures.

**UNIT-III**

**Communicating Effectively:** Interpersonal Communication, Non-Verbal Communication and Barriers to Effective Communication and Conflict Resolution and Negotiation Skills.

**UNIT-IV**

**Nature and Characteristics of Coping:** Common Strategies and Patterns of Coping, Adaptive vs. Maladaptive Coping Mechanisms, Stress Management Techniques (e.g., Mindfulness, Relaxation Techniques).

**UNIT-V**

**Psychological Well-being:** Psychological Resilience, Social Support on Adjustment, and Self-Efficacy.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
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BAPSY505	DSE	Psychological Adjustment	60	20	20	0	0	4	0	0	4

**Recommended Reading:**

- Folkman, S. (2019). **The Oxford Handbook of Stress, Health, and Coping** (2nd ed.). Oxford University Press.
- Myers, D. G., & DeWall, C. N. (2020). **Psychology** (12th ed.). Worth Publishers.
- Adler, R. B., Rosenfeld, L. B., & Proctor II, R. F. (2021). **Interplay: The Process of Interpersonal Communication** (14th ed.). Oxford University Press.
- Taylor, S. E. (2020). **Health Psychology** (11th ed.). McGraw-Hill Education.
- Carver, C. S., & Scheier, M. F. (2019). **Personality Psychology: Understanding Yourself and Others**. American Psychological Association.
- Peterson, C., & Park, N. (2019). **Character Strengths and Positive Psychology**. In S. J. Lopez & C. R. Snyder (Eds.), **The Oxford Handbook of Positive Psychology** (3rd ed., pp. 25-33). Oxford University Press.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BA Psychology**  
**Semester V (Batch 2023-2026)**

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BA506	P/I/C	Field Project	0	0	0	60	40	0	0	12	6

**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 Educational Objectives:**

**CEO1:** This paper has an objective to provide motivation for the students to choose a topic for field study.

**CEO2:** To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

**CEO3:** To enable students to develop a project report.

**Course Outcomes:**

**CO1:** The student should be able to acquire analytical skills and capabilities to develop a project report

**CO2:** To develop a thought process among students to identify the existing gaps in society.

**CO3:** To write a project report

**Submission and marking Guidelines.**

At the end of V semester, the student will submit a field project report of the study on the following guidelines:

1. The students will submit the report of the field study, and a duly constituted Committee will take the decision regarding the relevance and authenticity of the field project.
2. The decision about the suitability of the Field Project will be taken after the Mid of Semester V. The student will be required to submit the final report in the spiral bound form in three copies.
3. Each student undergoing field study will be assigned to be a faculty member.
4. Faculty member assigned for the student will supervise the student. The student will have to provide the contact details of the field authority to the assigned faculty member.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BA Psychology**  
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**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.

5. Field project will carry a maximum of 100 marks - out of which, 40 marks will be for the Internal evaluation and External will be of 60 marks. A panel of external and internal examiners will jointly award both of these components of marks.
6. Report submitted by the student after successful completion of the field study will be considered for the internal evaluation.
7. For the external evaluation student will have to give a presentation and appear for the viva.
8. The Director/Head of the Institution will appoint the internal and the external examiner.

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