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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
BAHNPSY501	CC	Introduction To Positive Psychology	60	20	20	30	20	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 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 with 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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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*				
BAHNPSY501	CC	Introduction To Positive Psychology	60	20	20	30	20	3	0	0	3

BAHNPSY501
Introduction To Positive Psychology

Contents

Unit I

Introduction: Definition, Nature and Historical overview and Approaches of Positive Psychology, Western and Eastern Perspectives on Positive Psychology, Applications (School and Work Settings). Research Methods in 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), Spirituality and Transcendence, Difference between religion and spirituality, Concept of Mindfulness and Resilience.

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

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			THEORY			PRACTICAL		L	T	P	
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BAHNPSY501	CC	Introduction To Positive Psychology	60	20	20	30	20	3	0	0	3

List of Practical (Any Five)

1. Emotional Intelligence Test
2. Spiritual Intelligence Test
3. Value Test
4. Mindfulness Test
5. Self-Efficacy Scale
6. Coping Strategies Scale
7. Wellbeing Scale

Recommended Readings:

- 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.

- Dunn,D.S.(2018). *Positive Psychology: Established and emerging issues*. New York: Taylor &Francis.

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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*				
BAHNPSY502	DSE	Foundations of Community Psychology	60	20	20	0	0	3	0	0	3

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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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	
BAHNPSY502	DSE	Foundations of Community Psychology	60	20	20	30	20	3	0	0	3

BAHNPSY502
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
Core 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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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPSY502	DSE	Foundations of Community Psychology	60	20	20	30	20	3	0	0	3

Recommended Readings:

- 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.

- Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.

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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*
BAHNPSY 503	DSE	**Psychology and Media**	3	0	0	3	60	20	20	0	0

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):

COE1: Know the basic concept of media and its relation with culture.

COE2:. Understand the effect of media on human psyche.

COE3: Explain critical vision about the role of psychology in media

COE4: Understand the challenges and current trends and issues of media psychology.

COE5: Define the psycho-social effect of media on personality

Course Outcome (Cos):

CO1: Analyse th**e** 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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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*
BAHNPSY 503	DSE	**Psychology and Media**	3	0	0	3	60	20	20	0	0

BAHNPSY503

Psychology and Media

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, Sstereotyping; 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 thepsychology of Media; Influence of media on perception and behavior; Sociological behavioral and psychological effects of Media.

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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*
BAHNPSY 503	DSE	Psychology and Media	3	0	0	3	60	20	20	0	0

Recommended Readings:

o Dill, K.E. (2009). **How Fantasy becomes Reality Seeing Through Media Influence**. New
   York: Oxford University Press.

o Giles, D. (2003). **Media Psychology**. New Jersey: Lawrence Erlbaum Associates Publishers.

o Haugtvedt, C. P., Herr, P. M., &Kardes, F. R. (Eds.). (2008). **Handbook of ConsumerPsychology**.
   NY: Psychology Press.

o Jansson-Boyd, C. V. (2010). **Consumer Psychology**. England: Open University Press.

o Wanke, M. (Ed.). (2009). **Social Psychology of Consumer Behaviour**.NY: Taylor & Francis Group.

o Kirsh, S.J. (2006). **Children Adolescents and Media Violence**. New York: Sage.

   Montgomery, K.C. (2007) **Generation Digital**. MIT 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				
BAHNPSY 504	DSE	Psychological Adjustment	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 concepts involved in the process of adjustment.

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

CEO3: To understand and apply effective communication styles and its 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 its 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 its application in different 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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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment	L	T	P	CREDITS
BAHNPSY504	DSE	Psychological Adjustment	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.

BAHNPSY504

Psychological Adjustment

Contents

UNIT-I

Adjustment: Nature, Characteristics and Process; Basic principles of adjustment; scientific approach to adjustment.

UNIT-II

Areas of adjustment: Family, school/college, peer relations, marital and occupational adjustment.

UNIT-III

Communicating Effectively: Interpersonal Communication, Non-Verbal Communication & Barriers to effective Communication

UNIT-IV

Nature and characteristics of coping: Different views of coping – psychodynamic, transactional, common coping strategies and patterns.

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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
BAHNPSY504	DSE	Psychological Adjustment	60	20	20	0	0	3	0	0	3

UNIT-V

Work-family conflicts: Occupational health, Stress at the workplace, Conflict and its management, types of conflicts and value conflicts.

Recommended Reading:

- Atwater, E. (1995). **Psychology for living, adjustment, growth, and behavior today**. New Delhi: Prencie Hall India.

- Lazarus, R.S. (1980). **Patterns of adjustment**. New Delhi: McGraw-Hill.

- Martin, L.G.; Osborne, G. (1989). **Psychology: Adjustment and everyday living.** N.J.: Prentice-Hall, Engle wood Cliffs.

- Nevid, J. S. & Rathus, S. A. (2007*).* **Psychology and the challenges of life adjustment in the new millennium** (10 ed.). John Wiley & Sons.

- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2012). **Psychology applied to modern life: Adjustment in 21 centuries.** (10 ed.). Belmond, CA: Wadsworth, Cengage Learning.

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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				
BA503	CC	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): The student will be able to:

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 scaling and data collection techniques.

Course Outcomes (Cos): The student should 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 construction in a scientific manner.

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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
BA503	CC	Psychological Testing	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 following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

BA503

Psychological Testing

UNIT-I

Introduction to Measurement, Assessment, and Testing, Test Construction, Item Writing, Item Analysis.

UNIT-II

Reliability, Validity, Norms and Test Scales; Response Set in Test Scores- Meaning and Types.

UNIT-III

Measurement of Intelligence; Measurement of Achievement; Measurement of Aptitude.

UNIT-IV

Measurement of Personality- Purpose and Assessment Tools; Projective Techniques- Meaning and Types.

UNIT-V

Techniques of Observation and Methods of Data Collection; Scaling Techniques.

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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*				
BA503	CC	Psychological Testing	60	20	20	30	20	2	0	2	3

List of Practical

- Locus of Control
- General Mental Ability Test
- Achievement Test
- Seguin Form Board
- Moudsley Personality Inventory

Recommended Readings:

- 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. (2004). **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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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHN505	P/D/I	Minor Project I	0	0	0	30	20	3	0	6	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.

At the end of the semester the students who have opted for an honour's degree have to submit a research project II in the subject they wish to obtain an honours degree**.** The objectives of the course are:

- 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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Semester V (Batch 2021-2024)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHN506	P/D/I	Comprehensive Viva	0	0	0	50	0	0	0	0	3

BAHN506
Comprehensive Viva

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 program 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:

- Provide an opportunity for students to apply theoretical concepts in real life situations.
- Enable students to manage resources, work under deadline, identify and carryout specific goal-oriented tasks.
- 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 program.

Chairperson
Board of Studies
Shri Vaishnav Vidyapeeth
Vishwavidyalaya, Indore

Chairperson
Faculty of Studies
Shri Vaishnav Vidyapeeth
Vishwavidyalaya, Indore

Controller of Examination
Shri Vaishnav Vidyapeeth
Vishwavidyalaya, Indore

Joint Registrar
Shri Vaishnav Vidyapeeth
Vishwavidyalaya, Indore