



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

SVISSHA

B.A. Hons – Psychology

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BAHNPSY 501	Compulsory	Psychosocial Adjustment & Coping Behavior	4	0	2	5	60	20	20	30	20

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:

- Define concept of psychosocial adjustment, adaptation and copingbehavior
- Identify situations in routine life where people used to adjust and copewith
- Explain stress (eustress vs distress), its impact on the body, and identify commonstressors.
- Identify negative physiological, psychological and social responses tostress.
- Describe methods to cope withstress.

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

- Demonstrate Adjustment, interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexualorientation.
- Deals with stress and its impact on health including stress relateddisorders.
- Develop strategic plan for adjusting and coping with adverse situations inlife



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BAHNPSY501

Psychosocial Adjustment & Coping Behavior

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

Factors of adjustment: Organic, Family dynamics, Psychological, Physiological factors, Social, Economic and Cultural factors.

UNIT-IV

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

UNIT-V

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

List of Practical:

- Coping strategies scale
- Adjustments scale
- Learned optimism scale
- ADSS
- Organizational conflicts scale

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, Englewood Cliffs.
- Nevid, J. S. & Rathus, S. A. (2007). **Psychology and the challenges of life adjustment in the new millennium** (10th ed.). John Wiley & Sons.
- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2012). **Psychology applied to modern life: Adjustment in 21st centuries**. (10th ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Wolman, B.B. (1985). **Problems of modern life: Psychology of adjustment**. Boston: American Press.
- Santrock, J. W. (2006). **Human Adjustment**. Boston: McGraw Hill.



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BAHNPSY 502- EI	Compulsory	Psychology at Work	5	0	0	5	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): The students will be able to:

- Appreciate work/employment and unemployment concepts and its psychology
- Explain factors affecting work satisfaction at individual level and workplace conflicts
- Study the work life balance concept and how to maintain it
- Familiarize the students with models of workplace counseling

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

- Help students understand any work is valuable irrespective of its monetary status till it helps the individual in growing and developing and survival.
- Checklist of what an individual needs to look for while selecting work
- Appreciate the relevance of EAP programs at workplace



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BAHNPSY502 E1
Psychology at Work

Unit I

Work Place Counseling, Models of Workplace Counseling, Ethical Issues in Workplace Counseling, Stress and Workplace Counseling, Current Trends in Workplace Counseling Work Life Balance.

Unit II

Sexual harassment at work place, Dynamics of sexual harassment: nomic impact, Preventing Sexual harassment.

Unit III

Impact of Organizations on Work Place Counseling, Setting up Counseling at Workplace, Systemic Approaches to Organizations.

Unit IV

Conflict at Workplace: Nature of Conflict, Causes of Workplace Conflict: Intrapersonal and Interpersonal, Violence at Workplace, Strategies to Manage Workplace Conflict

Unit V

Organizational Culture, types, its development and sustaining, Counseling at work, Employee Assistance Programs.

Recommended Readings:

- Collins, S (2009) Managing conflict and workplace relationship, 2nd edition, USA
- Edelman, R (2000) Interpersonal conflict at work, New Delhi Boland, M (2005) Sexual harassment in the Workplace, 1st Edition, USA
- Carroll, M(2002) WorkPlaceCounselingSagePublications, NewDelhiGladding, S.L(2010) Psychology A Comprehensive Professions. Pearson Publications, New DelhiRathus,
- S and Navid, J (2012) Psychology and the Challenges of Life – Adjustment in the New Millennium, John Wiley and Sons, USA.
- Pareek, U. (2010). **Understanding organizational behavior.** Oxford: Oxford University Press.



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BAHNPSY 502- E2	Compulsory	Psychology and Media	5	0	0	5	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): The students will be able to:

- Acquaint the effect of media on humanpsyche
- Develop a critical vision about the role of psychology inmedia.
- Study the challenges and current trends and issues of mediapsychology.

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

- Describe key concepts in Psychology and its depiction in theMedia
- Explain the underlying psychological processes andmechanisms.
- Develop a checklist for selecting/ screening “useful” piece ofinformation



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BAHNPSY 502- E2
Psychology and Media

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 programmedevelopment 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.

References:

- Dill, K.E. (2009). **How Fantasy becomes Reality Seeing Through MediaInfluence**. New York: Oxford UniversityPress.
- Giles, D. (2003). **Media Psychology**. New Jersey: Lawrence ErlbaumAssociates Publishers.
- Haugtvedt, C. P., Herr, P. M., &Kardes, F. R. (Eds.). (2008). **Handbook ofConsumer Psychology**. NY: PsychologyPress.
- Jansson-Boyd, C. V. (2010). **Consumer Psychology**. England: Open UniversityPress.
- Wanke, M. (Ed.). (2009). **Social Psychology of Consumer Behavior**. NY: Taylor & Francis Group.
- Kirsh, S.J. (2006). **Children Adolescents and Media Violence**. New York:Sage.
- Montgomery, K.C. (2007) **Generation Digital**. MITPress.
- Wood, R.N. (1983). **Mass Media and Individual**. Minnesota:Woods.



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BAHNPSY 502- E3	Compulsory	Positive Psychology	5	0	0	5	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): The students will be able to:

- Explain concepts of positive psychology and its importance
- Define terms like strengths, optimism, hope, emotional intelligence, happiness, mindfulness and how these related to meaningful life
- Acquaint students with Positive cognitive, emotional states and processes and also pro-social behavior and wellbeing.

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

- To help students learn the role of positive psychology.
- Develop individual action plan



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BAHNPSY 502- E3
Positive Psychology

Unit 1

Introduction to Positive Psychology, Scope, Goals and Definitions, Western and Eastern View.

Unit 2

Positive emotional states and its processes: Pleasure, positive affect, Happiness and well-being, Emotion focused coping, emotional intelligence, living well across life stages.

Unit 3

Positive cognitive states and processes: Self efficacy and self-acceptance, Wisdom, optimism and hope, Mindfulness and Flow, Optimal experience.

Unit 4

Role of Positive psychology and its assumptions in the present era, theory of Martin Seligman,

Unit 5

Pro-social behavior and wellbeing Forgiveness, Attachment, Love, Empathy, altruism, gratitude Positive experiences in school life, Research and future in positive psychology, applications in community life.

Recommended Books:

- Carr, A. (2004). **Positive Psychology a science of happiness and human strengths**. NY: BR Publishers Snyder.
- C.R. and Lopez, S.J. (2007) **Positive Psychology India**: Sage. References Seligman,
- M. E. P (1991). **Learned Optimism**.
- NY: Knopf. Seligman, M.E.P & Csikszentmihalyi, (2000). **Positive Psychology: An Introduction. American Psychologists**. 55,5-14.
- Seligman, Steen, Park, & Peterson, (2005). **Positive Psychology Progress: Empirical Validation of Interventions**.
- Kumar, U., Archana, & Prakash, V. (2015). **Positive Psychology- Applications in work, health and well-being**. Delhi & Chennai, India: Pearson.
- Joseph, S (Ed.) (2015) **Positive Psychology in practice: Promoting human flourishing in work, health, education, and everyday life**. Hoboken, NJ: John Wiley & Sons.



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BA503	Compulsory	Psychological Assessment	4	0	2	5	60	20	20	30	20

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 student will be able to:

- Study the basic psychological processes and their applications in everydaylife.
- Discuss therecenttheoreticaladvancementsandpromotepracticalapplicationsofpsychological assessment
- Discuss steps of construction of a good psychologicaltest
- Explain methodology of quantitative and qualitative psychologicalresearch.

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

- Acquaint learners with methodology of quantitative and qualitative psychologicalresearch.
- Help students learn the scientific approach to assessment of Individual differences through psychologicaltesting.
- DevelopCompetenceinTest Constructions scientificmannerandtakingappropriatedecisions based on testscores.



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BA503

Psychological Assessment

UNIT-I

Introduction to Psychological Assessment: Historical development of testing, Test: definition types of test, Applications and Issues; Ethical & Social Considerations.

UNIT-II

Measurement: Definition, Scope, Scale of measurement, Types of Scale (Likert, Thurston, Bogardus), Tool development steps.

UNIT-III

Non-Experimental Methods: Case Study, Observation, Survey, Interview, Assessment of Personality: Projective Techniques.

UNIT-IV

Criteria of good Psychological Test: Standardization, Meaning and types of Reliability, Factors influencing reliability, Meaning and types of Validity, Factors influencing validity, Norms.

UNIT-V

Intelligence Measurement of Intelligence: Types of Intelligence tests, Individual intelligence tests, Group intelligence tests. Psychological issues in intelligence testing - Longitudinal studies, Problems in cross cultural testing; Achievement Test Battery.

List of Practical

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

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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BAHN504	Compulsory	Comprehensive Viva Voce	0	0	0	4	0	0	0	100	0

BAHN504
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 student 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 student to manage resources, work under deadlines, identify and carry out 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 programme



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							ENDESEM University	Two Term Exam	Teachers Assessment*	ENDESEM University	Teachers Assessment*
BAHN505	Compulsory	Field Study/Book Review/Case Study	0	0	10	5	60	20	20	0	100

BAHN505

Field Study/Book Review/Case Study

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

- Provide an opportunity for students to apply theoretical concepts in real life situations.
- Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.
- Expose the students on various field study concepts.

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

- Acquire research skills and capabilities to take up the project work.

The work serves the twin purposes of providing critical insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one. There will be continuous evaluation of the student on the basis of work assigned and regular submissions. The students need to complete the work in the stipulated time.



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BAHN506	Compulsory	Research Project I	0	0	10	5	0	0	0	60	40

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 I 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.