



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./M.A.+Ph.D. (Psychology)
Semester III (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*					
MAPSY301	CC	Life Span Development	60	20	20	0	0	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.

Course Educational Objectives (CEOs):

CEO 1: Introduction to various approaches and research methods to the study of human development.

CEO 2: Understanding human growth with respect to cognitive, social, emotional, and psychological development.

CEO 3: Understanding the Indian thoughts on the concept of human development.

CEO 4: Understanding human development across the lifespan from conception to early childhood.

CEO 5: Conceptualizing human development across the lifespan from adolescence to death and dying.

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

CO 1: Distinguish between major theoretical perspectives in developmental psychology.

CO 2: Evaluate various human developmental theories. Apply developmental concepts and theories to everyday relationships and situations.

CO 3: Articulating Indian theories of human development.

CO 4: Determining the various stages of development from conception to early childhood.

CO 5: Analyzing developmental stages from adolescence to death.

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MAPSY301	CC	Life Span Development	60	20	20	30	20	3	0	2	3	

MAPSY301
Life Span Development

Contents

Unit I

Introduction to Human Developmental Psychology: The need to study human development. Perspectives- Biological, environmental and their interaction. Approaches – Longitudinal and Cross – Sectional.
 Methods– Observation, Interview and Case study.

Unit II

Theories of Human Development:

Psychoanalytic theory of Freud, Socio-emotional theory of Erickson, Cultural theory of Vygotsky and Cognitive Development theory of Piaget.

Unit III

Theories of Human Development:

Bowlby's Theory of attachment, Kohlberg's Theory of Moral Development, and Human Development theory in the Indian Context.

Unit IV

Stages of development I: Conception, Prenatal development, Infancy, Early childhood - Issues and Challenges.

Unit V

Stages of development II: Adolescence, Youth, and adulthood, death and dying- Issues and Challenges.

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MAPSY301	CC	Life Span Development	60	20	20	30	20	3	0	2	3

List of Practical: (Any Five)

- Family Environment Scale
- Dimensions of Temperament Scale
- Social skills problem checklist
- Koh's Block Design Intelligence test
- Adjustment Inventory

Recommended Readings:

- Boston: Allyn and Bacon. REVISED SYLLABUS OF PSYCHOLOGY Hurlock, C.(1981), **Developmental Psychology**, McGraw Hill.
- Hurlock, E.B. (1980): **Developmental Psychology: A life span approach**. New Delhi; Tata McGrawHill.
- Mussen et al (1974): **Child Development and Personality**. NY; Harper & Row.
- Nelson, N.W. (1975): **Developmental Psychology**. NY: Holt, Rinehart & Winston. Ciccarelli, S. K & Meyer, G.E (2008). **Psychology** (South Asian Edition). New Delhi: Pearson
- Shaffer, D.R. (1985). **Developmental Psychology. Fourth Ed**. Brooks and Cole Publications.
- Shamrock, J.W. (1999). **Lives span Development**. New York: McGraw Hill.

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MAPSY302	CC	Educational Psychology	60	20	20	30	20	3	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.

MAPSY303
Educational Psychology

Course Educational Objectives (CEOs):

CEO1: To know the concept and methods of educational psychology.

CEO2: To aware with the process of learning.

CEO3: To familiar with the concept of motivation, forgetting and memorization process.

CEO4: To acknowledge with effective teaching methods and process of classroom management.

CEO5: To provide knowledge about differently abled children.

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

CO1: Understand the role and application of psychology in education.

CO2: Apply the theories of learning in educational setting.

CO3: Identify the role of motivation and memorization in academic achievement.

CO4: Demonstrate effective teaching methods through advanced technologies and managing classroom behavior also.

CO5: Understand the nature of differently abled children and responsibilities of educational psychologist toward them.

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MAPSY302	CC	Educational Psychology	60	20	20	30	20	3	0	2	3	

MAPSY302
Educational Psychology

Contents

Unit I

Educational Psychology: Definition, Scope and Methods of Educational Psychology. Role of educational psychology in learning. Recent policies of educational system in India (NEP 2020).

Unit II

Learning process and Education: Meaning and process of Learning, Major Theories of learning and their Educational Implications. Transfer of Learning.

Unit III

Motivation and Memory: Concept and kinds of motivation, achievement motivation. Memory: Types and methods of memorization – factors influencing retention. Concept and Curves of forgetting.

Unit IV

Effective Teaching and Classroom Management: Characteristics of Effective Teachers, Teaching Methods & Issues related to Technological Advances (online/offline), Classroom Management.

Unit V

Differently Abled Children: Meaning and Symptoms of Intellectual Impaired, Learning Disabled and Gifted Children. Responsibilities of Teachers towards learners with Special Needs.

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MAPSY302	CC	Educational Psychology	60	20	20	30	20	3	0	2	3	

List of Practical: (Any Five)

- Problem solving(creativity)
- Learning Disability Battery
- Work Motivation
- Teacher's Effectiveness Scale
- Adult Education Achievement Test
- E Learning Orientation

Recommended Readings:

- S.K. Mangal (2007). **Educational psychology**. Prakash Brothers Educational publications, Ludhiana.
- H.R. Bhatia (1977) **A textbook of educational psychology**. Macmillan India Ltd.
- S.N. Rao. (1990) **Educational psychology**. Wiley eastern limited.
- Bolton, N. (1990) '**Educational Psychology and the Politics and Practice of Education**', in N. Jones and N. Frederickson (eds) Refocusing Educational Psychology. Lewes: Falmer Press.

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MAPSY303-E1	DSE	Media 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 acquaint the effect of media on culture.
- CEO2: To develop a critical vision about the role of psychology in media.
- CEO3: To study the link between advertisement and human psychology.
- CEO4: To learn the impact of media on human behavior.
- CEO5: To know the social effect of media on human psyche.

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

- CO1: Describe key concepts in psychology and its depiction in the media
- CO2: Explain the underlying psychological processes and mechanisms.
- CO3: Develop an understanding about advertisement and human psychology
- CO4: Analyze the impact of media on human behavior
- CO5: Demonstrate the relationship between social media and human behavior.

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MAPSY303-E1	DSE	Media Psychology	60	20	20	0	0	3	0	0	3

MAPSY303- E1
Media Psychology

Contents

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.

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MAPSY303-E1	DSE	Media Psychology	60	20	20	0	0	3	0	0	3	

Unit V

Media and its effects: media violence and aggression in youth, prosocial effects of media exposure, Para social and online social relationships

Recommended Readings:

- 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..
- Kirsh, S.J. (2006). **Children Adolescents and Media Violence**. New York:Sage.
- Wood, R.N. (1983). **Mass Media and Individual**. Minnesota:Woods.

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MAPSY303-E2	DSE	Workplace 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 understand the concepts of psychology and its application at the workplace along with workplace counselling.

CEO2: To provide the awareness of sexual harassment at workplace and their prevention.

CEO3: To gain knowledge of workplace conflicts and stress and its management.

CEO4: To explain the concept of work life balance and to know how to maintain it.

CEO5: To recognize the importance of organizational Culture and the role development and sustainability within the organization.

Course Outcome (Cos):

CO1: Apply Psychological concepts in order to grow in the workplace.

CO2: Enable to differentiate between violence and sexual harassment at workplace.

CO3: Develop the skill to resolve the conflicts and cope up with workplace stress.

CO4: To outline the enhancing factors for making balance between work and life.

CO5: Evaluate organizational culture and to utilize the knowledge for enhancing the mental health at workplace through various approaches of counselling.

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MAPSY303-E2	DSE	Workplace Psychology	60	20	20	0	0	3	0	0	3

MAPSY303- E2
Workplace Psychology

Contents

Unit I

Definition and Concept of Workplace Psychology, Features and Types of Organization, Nature and Characteristics of Work Environment. Concept of Organizational Behaviour.

Unit II

Sexual harassment at workplace, Dynamics of sexual harassment Preventing Sexual harassment. Violence at workplace: Nature and Handling ways of Violence at workplace.

Unit III

Conflict and Stress at Workplace: Nature and Types of Conflict, Strategies to Manage Workplace Conflict. **Stress at Workplace:** Nature, Meaning and Types of Stress, Causes and Consequences of Stress. Management of Stress.

Unit IV

Organizational Culture and Development: Meaning, Characteristics and Types of Organizational Culture, Organizational Development and Sustaining, Need and Benefits of Organizational Development.

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MAPSY303-E2	DSE	Workplace Psychology	60	20	20	0	0	3	0	0	3	

Unit V

Workplace Psychology: Workplace Counselling, Ethical Issues in Workplace Counselling, Setting up Counselling at Workplace: Need and Importance. Work-Life Balance, Current Trends in Workplace Counselling. (Practical Approach of Counselling).

Recommended Readings:

- Collins, S. (2009). **Managing conflict and workplace relationship**, 2nd edition, USA
- Edelmann, R. (2000). **Interpersonal conflict at work**, New Delhi Boland, M (2005) Sexual harassment in the Workplace, 1st Edition, USA
- Carroll, M. (2002). **Workplace Counselling** Sage Publications, New Delhi Gladding, S.L. (2010) Psychology A Comprehensive Professions. Pearson Publications, New Delhi.
- Ratus,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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MSCPSY303 -E3	DSE	Health 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 aware with the nature and significance of the emerging area of health psychology along with the importance of social psychological processes in the field of health psychology.

CEO2: To understand the relationship between psychological factors and physical health.

CEO3: To know and analyse the behavior of individuals and mental health management.

CEO4: To relate Health Psychology with the major concepts within the field, Health behaviours and stress.

CEO5: To develop understanding about health promotion and prevention.

Course Outcomes (COs):

CO1: Develop thinking to learn ways to improve quality of life.

CO2: Define and explain one or more key models, principles or theories in Health Psychology that are used to change health behavior.

CO3: Critically evaluate the role of psychological, social, and behavioral factors in health and illness.

CO4: Construct an understanding of application of various strategies to cope with stress.

CO5: Identify various health promotion activities and describe the health prevention and control techniques.

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MAPSY303-E3	DSE	Health Psychology	60	20	20	0	0	3	0	0	3

MAPSY303-E3
HEALTH
PSYCHOLOGY

Contents:

UNIT-I

Introduction: Nature, Aim and Need of Health Psychology; Biopsychosocial Model of Health: Biomedical Model, Health Belief Model, Precaution Adoption Model, Traditional Indian Healing Systems, Health Care Network in India.

UNIT -II

Biological Foundations of Health and Illness: Brief Concept of The Nervous System, The Endocrine System, The cardiovascular system, The Respiratory System, The Digestive System, The Renal system, The Reproductive system, The Immuneystem.

UNIT-III

Stress and Coping: Nature, Types and Sources of Stress, Effects of Stress on Physical and Mental-health Stress and Illness, Management of Stress.

Coping Interventions.; Coping with Stress and Resilience, Coping Style, Problem-Focused Coping, Coping Outcomes and Interventions-Mindfulness and Mediation Cognitive-Behavioral Techniques.

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MSCPSY303-E3	DSE	Health Psychology	60	20	20	0	0	3	0	0	3	

UNIT-IV

Health Behaviors: Health Behaviors and Health Habits, Changing Health Behaviors Through Social Engineering, Health-Promoting Behaviors: Exercise, Healthy Diet, Sleep, Accident Prevention, Vaccinations and Screening.

UNIT-V

Research in Health Psychology: Conducting and Evaluating Research in Health Psychology, Health and wellness, Health- Compromising Behaviors: Obesity, Smoking, Alcohol Abuse Internet Addiction. Application of Health Psychology to Chronic Illness.

Recommended Readings:

- Allen, F. (2011). Health psychology and behavior. Tata McGraw Hill Edition.
- Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
- Hamilton-West, K. (2010). *Psychobiological Processes in Health and Illness*. . Sage Pub. @ www.sagepublications.com
- Marks, D. F.(2010). *Health Psychology: Theory, Research and Practice (3rd Ed.)*. . Sage Pub.@ www.sagepublications.com
- Misra,G. (1999).Stress and Health. New Delhi: Concept
- Pitts, M., Phillis, K. (2003). *The psychology of Health; An introduction*. E-library: Taylor &Fransis
- Taylor, S.E. (1991). *Health Psychology* . N.Y. McGraw Hill.

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Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc./M.A.+Ph.D. (Psychology)
Semester III (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*				
MAPSY304	P/D/I	Major Research Project-I	0	0	0	100	0	0	0	0	2

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.

MAPSY304
Major Research Project-I/
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 Learned in the class room as well as through practical exposure methods and techniques of field research.

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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*				
MAPSY305	P/D/I	Internship	0	0	0	100	0	0	0	0	4

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.

MAPSY305
Internship

Each Student would be placed in the field of their chosen specialization at least for 30 days during the summer vacations. The internship would be carried out under the joint supervision of a supervisor and faculty supervisor. Students would produce documented evidence of their work.

Internship Report: Each student shall prepare a report on basis of guidelines provided by the supervisors and submit same to the supervisors for authentication and further evaluation.

** The student will have to submit a detail report of internship program. The report should be written in American Psychological Association (APA) format.

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