

**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	<b>Psychosocial Adjustment &amp; Coping Behavior</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>

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 coping behaviour
- Identify situations in routine life where people used to adjust and cope with
- Explain stress (eustress vs distress), its impact on the body, and identify common stressors.
- Identify negative physiological, psychological and social responses to stress.
- Describe methods to cope with stress.

**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 sexual orientation.
- Deals with stress and its impact on health including stress related disorders.
- Develop strategic plan for adjusting and coping with adverse situations in life

**BAHNPSY 501**

**Psychosocial Adjustment & Coping Behavior**

**UNIT-I**

**Adjustment:** Nature, characteristics and process; Basic principles of adjustment; scientific approach to adjustment; Characteristics of satisfactory adjustment.

**UNIT-II**

**Areas of adjustment:** Family, school and college adjustment; friendship and peer relations; marital adjustment; occupational adjustment; Factors leading to maladjustment: Stress, anxiety and conflict; coping with stress.

**UNIT-III**

**Factors of adjustment:** Organic factors, family dynamics, – psychological and physiological factors, developmental, social, economic and cultural factors. Types of adjustment: Psychosexual adjustment: Attitude toward love, sex, and marriage.

**UNIT-IV**

**Nature and characteristics of coping:** Different views of coping – psychodynamic, transactional, internal and external resource perspective; Common coping strategies and patterns; giving up, striking out at others, indulging and blaming self, defensive coping; appraisal focused, problem focused, emotion focused coping.

**UNIT-V**

**Stress in the workplace:** work-family conflicts; Occupational health, causes and of stress at the workplace; management of stress, Types of stress; conflict, change, pressure, frustration.

**Recommended Reading:**

- Atwater, E. (1995). **Psychology for living, adjustment, growth, and behaviour 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**(10<sup>th</sup> ed.). John Wiley & Sons.

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- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2012). **Psychology applied to modern life: Adjustment in 21<sup>st</sup> century.** (10<sup>th</sup> 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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							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BAHNPSY 502- EI	Compulsory	<b>Psychology at Work</b>	4	1	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
- Understand 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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**BAHNPSY 502- EI  
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) Work Place Counseling Sage Publications, New Delhi Gladding, S.L (2010) Psychology A Comprehensive Professions. Pearson Publications, New Delhi Rathus,
- 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 behaviour**. Oxford: Oxford University Press.

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BAHNPSY 502- E2	Compulsory	<b>Psychology and Media</b>	4	1	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:

- Understand the effect of media on human psyche
- Develop a critical vision about the role of psychology in media.
- Understand the challenges and current trends and issues of media psychology.

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

- Understand key concepts in Psychology and its depiction in the Media
- Explain the underlying psychological processes and mechanisms.
- Develop a checklist for selecting/ screening “useful” piece of information

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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 programme 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.

**References:**

- 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.
- Montgomery, K.C. (2007) **Generation Digital**. MIT Press.
- Wood, R.N. (1983). **Mass Media and Individual**. Minnesota: Woods.

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BAHNPSY 502- E3	Compulsory	<b>Positive Psychology</b>	4	1	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
- Develop individual action plan

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

- To acquaint students with Positive cognitive, emotional states and processes and also pro-social behavior and wellbeing.
- To help students learn the role of positive psychology

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**B.A. Hons – Psychology**

**BAHNPSY 502- E3**

**Positive Psychology**

**Unit 1**

Introduction to Positive Psychology, Goals and Definitions, Western and Eastern View of Positive Psychology Classifications and Measures of Human Strengths and Positive outcomes, Developing Strengths and Living well

**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, developing strength

**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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<b>BA 503</b>	<b>Compulsory</b>	<b>Psychological Assessment</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>

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:

- Understand the basic psychological processes and their applications in everyday life.
- Discuss the recent theoretical advancements and promote practical applications of psychological assessment
- Discuss steps of construction of a good psychological test
- Explain methodology of quantitative and qualitative psychological research.

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

- To acquaint learners with methodology of quantitative and qualitative psychological research.
- To help students learn the scientific approach to assessment of Individual differences through psychological testing.
- Develop Competence in Test Construction scientific manner and taking appropriate decisions based on test scores.

**BA503**

**Psychological Assessment**

**UNIT-I**

Introduction to Psychological Assessment, historical development of testing, Test: definition types of test, Theory and Practice challenges of Psychological measurement. Applications and Issues; Ethical & Social Considerations in Testing.

**UNIT-II**

Measurement: definition, Scale of measurement, Steps in test construction, Item Writing: types of items, General guidelines for item writing, item difficulty and item analysis.

**UNIT-III**

Non Experimental Methods: Case Study, Observation, Survey, Interview, Assessment of Personality: Meaning and Purpose, Tools of Personality Assessment: Projective Techniques: Meaning and Types of Projective Techniques, Classification and Evaluation of Projective Techniques.

**UNIT-IV**

Criteria of good Psychological Test: Standardization, Reliability, Validity, Norms.

**UNIT-V**

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

**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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<b>BAHN504</b>	<b>Compulsory</b>	<b>Comprehensive Viva Voce</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>

**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 programmed. 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 manageresources,workunderdeadlines,identifyandcarryoutspecific goal-orientedtasks
- Acquire speaking skills and capabilities to demonstrate the subjectknowledge.

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

- Exhibit the strength and grip on the fundamentals of the subjects studied duringthe semester
- Comprehend for all the courses studied in the entireprogramme

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							THEORY			PRACTICAL	
							ENDESEM University	Two Term Exam	Teachers Assessment*	ENDESEM University	Teachers Assessment*
<b>BAHN506</b>	Compulsory	<b>Research Project I</b>	0	0	10	5	<b>0</b>	<b>0</b>	<b>0</b>	<b>60</b>	<b>40</b>

**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.

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