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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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				
MAPSY201	CC	**Psychological Assessment**	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.

Course Educational Objectives (CEOs):

CEO 1: To know the basic principles of psychological assessment and its various phases.

CEO 2: To understand the concept of psychological tests in various contexts.

CEO 3: Developing knowledge about the steps in test and scale construction and test standardization

CEO 4. To understand the concepts of different types of intelligence and personality tests.

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

CO1: Understand the concept of psychological assessment.

CO2: Develop the use of psychological test in different context.

CO3: Define the process of test and scale construction.

CO4: Assess the different type of intelligence and personality tests.

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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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY201	CC	Psychological Assessment	60	20	20	30	20	2	0	2	3

MAPSY201
Psychological Assessment

Unit I
Introduction- Psychological assessment: Historical background, Meaning and uses, Similarity and difference between test and assessment, Types of assessment: Observation, Interview, Scales, Ethical and professional issues, and challenges.

Unit II
Psychological Testing: Definition and types of a test, Applications of psychological tests in various contexts (educational, counselling and guidance, clinical, organizationaletc.), Scales of Measurement

Unit III
Test Construction and Standardization: Process of Test Constructions, Item analysis, Reliability, validity, and norms (characteristics of z-scores, T-scores, percentiles, stens and stanines)

Unit IV
Scale Construction: Likert, Thurstone, Guttman & Semantic Differential. Meaning and applications of Item Response and Classical Test Theory, Factors influencing Reliability of the Scale.

Unit V
Tests of Cognitive Ability and Personality: Tests of cognitive ability: General mental ability tests (The Wechsler scales of intelligence, Stanford–Binet Intelligence Scales), Aptitude tests/batteries; Tests of personality: NEO-FFI, 16 PF, Rorschach and Thematic Apperception Test.

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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
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MAPSY201	CC	Psychological Assessment	60	20	20	30	20	2	0	2	3

List of Practical: (Any Five)

- Wechsler Adult Intelligence Scale-IV (WAIS-4)
- Checklists and rating scales
- Draw a Man Test
- TAT
- 16 PF
- Maudsley Personality Inventory

Recommended Readings:

- Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.). New Delhi: Pearson Education.

- Anastasi, A., & Urbina, S. (2003). *Psychological testing* (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.

- Barve, B. N., & Narake, H. J. (2008). *Manomapan*. Nagpur, India: Vidya Prakashana.

- Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th Ed.). Boston: Pearson Education.

- Husain, A. (2012). *Psychological testing.* New Delhi, India: Pearson Education. Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th Ed.). New Delhi, India: Cengage.

- Singh, A.K. (2017). *Test and Measurement and Research Methods in Behavioural Science*.

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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY202	**CC**	**Research Methodology in 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 Objectives (CEOs): The students will be able to:

CEO1: The objective of the course is to equip the students with the concept and methods of Social Science Research.
CEO2: To plan and design social science research using scientific and statistical methods.

Course Outcome (COs):
CO1: Demonstrate understanding of research methodology.
CO2: Apply statistical concepts in psychological research.
CO3: Validate statistical statements relating to social research.

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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY202	CC	Research Methodology in Psychology	60	20	20	0	0	3	0	0	3

MAPSY202
Research Methodology in Psychology

Contents

Unit I
Introduction: Research process – Problem, Hypothesis, Type 1 and type 11 error, Types of Variables and Control of Extraneous Variables; Types of Research - Descriptive, Relational, and Experimental Research

Unit II
Sampling and Sampling Distribution: Meaning, Steps in Sampling Process, Types of Sampling - Probability and Non-probability Sampling Techniques, Data collection Methods: Observations, Survey, Interview and Questionnaire design, Qualitative Techniques of Data Collection.

Unit III
Research Design – Concept, Purpose and Types of Research Design (Between Group Design: Single Factor and Multiple Factor, Factorial Design, Within Groups Design, Quasi-Experimental Design: Time Series Design and Combined Design

Unit IV
Data Analysis: Dispersion: Concept and Types - Standard Deviation, Variance; Normal Probability Curve, Skewness and Kurtosis; Correlation – Concept and Types (Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation), Parametric tests: t- test, F-test: Analysis of Variance, One-Way and Two-way .

Unit V
Nonparametric tests - Sign Test, Mann-Whitney U Test, Chi-Square test.
Report Writing: Reporting Research, Types of Reports, Characteristics of a Research Report; Ethical Guidelines in Research

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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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY202	CC	Research Methodology in Psychology	60	20	20	0	0	3	0	0	3

Suggested Readings

- Kothari C. R. (2004). *Research Methodology.* Vishwa Prakashan, LatestEdition.
- Garrett E. H. (2005). *Statistics in Psychology and Education.* Paragon International Publishers. India
- Singh.A.K. (2019). *Tests, Measurements and Research in Behavioural Sciences.* Bharti Bhawan. India
- Broota K.D. (2022). *Experimental Design in Beahvioural Research.* New Age International Publisher. New Delhi.
- Kerlinger F.N. (2017) *Foundation of Behavioural Research.* Surjeet Publication. New Delhi

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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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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*				
MAPSY203	**CC**	**Abnormal Psychology**	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.

Course Educational Objectives (CEOs):
CEO1: To understand the concepts of abnormality and its causes in the context of DSM-5 and ICD-11.
CEO2: To understand the nature of different types of psychotic disorders.
CEO3: To know in detail about mood and anxiety disorders.
CEO4: To learn about the different types of personality disorders and their clusters.
CEO5: To provide practical knowledge through case studies.

Course Outcomes (COs):

CO1: Explain abnormal behaviors and the standards of their categorization.
CO2: Distinguish between severe psychotic disorders.
CO3: Outline the different forms of mood and anxiety disorders.
CO4: Explain in detail the types of personality disorders.
CO5: Perform a practicum based on disorders.

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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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY203	CC	Abnormal Psychology	60	20	20	30	20	2	0	2	3

MAPSY203
Abnormal Psychology

Contents

Unit I

Introduction to Abnormal Psychology – Definition and Criteria of Abnormality, Approaches to Abnormal Psychology and Biopsychosocial Model. Diagnostic Criteria- History of Classification Systems; DSM-5 and ICD-11.

Unit II

Schizophrenia Spectrum and other Psychotic Disorders- Schizophrenia and its Types, Delusional Disorder and Substance Induced Psychotic Disorders.

Unit III

Anxiety Disorders - Generalized Anxiety Disorder, Phobia, Post Traumatic Stress Disorder, Panic Attack, and obsessive-compulsive disorders.

Unit IV

Personality Disorders- Cluster A : ("Odd/ Eccentric") Paranoid, Schizoid and Schizotypal , Cluster B: ("Dramatic/ Emotional/ Impulsive") Borderline, Narcissistic, Antisocial and Histrionic; and Cluster C: ("anxious/fearful") Avoidant, Dependent and Obsessive-Compulsive Personality Disorder.

Unit V

Mood Disorders – Meaning, Types, Causes and Treatment of Depression and Bipolar Disorders.
Practicum- A Case Study based on any disorder.

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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY203	CC	**Abnormal Psychology**	60	20	20	30	20	2	0	2	3

List of Practical:

- Comprehensive Fear Scale
- Anorexia Test
- Sexual Attitude Scale
- Cornell Medical Index Health Questionnaire
- Mental Depression Scale

Suggested Readings:

- American Psychiatric Association. (2019). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.

- Barlow, D. H., & Durand, V. M. (2019). *Abnormal psychology* (8th ed.). Cengage Learning.

- Comer, R. J. (2019). *Abnormal psychology* (10th ed.). Worth Publishers.

- Nevid, J. S., Rathus, S. A., & Greene, B. (2020). *Abnormal psychology in a changing world* (10th ed.). Pearson.

- Kosslyn, S. M., & Rosenberg, R. S. (2020). *Abnormal psychology* (3rd ed.). Pearson.

- Glick, I. D., & Henson, J. M. (2021). *Psychopathology: Foundations for a contemporary understanding* (3rd ed.). Psychology Press.

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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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY204	**DSE**	**Organizational 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 provide basic knowledge of the nature of Organizational Psychology this
will represent this sub-area of psychology as an applied science.
CEO2: To enable how to work as individual as well as group level within the
organization.
CEO3: To understand the organizational design and structure and its functioning at
different levels.
CEO4: To know the nature of organizational change and development and the
knowledge about the forces of reshaping the organizations.
CEO5: To provide knowledge about leadership and related issues to leadership

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

CO1: Solve human and organizational problems in the workplace, related to
organizational attitude, culture and Socialization.
CO2: Identifying training and development needs through various theories of work
motivation.

CO3: Optimizing the quality of work life after having the knowledge of groups, group
formation and development.

CO4: Formulating and implementing power and power tactics in organizations
and identify political behaviour in the organizations.

CO5: Describe the leadership behaviour in organizations through different theories
of leadership.

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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY204	DSE	Organizational Psychology	60	20	20	0	0	3	0	0	3

MAPSY204
Organizational Psychology

Contents

Unit I
Introduction: Nature and Meaning of Industrial Psychology, Role of Industrial Psychology; Organizational Attitude, Functions of organizational culture, OrganizationalSocialization, Assessing cultural Values and Fit, Cross Cultural Issues.

Unit II
Motivation at work: Motivation & work behavior. (Theory X and Y, McClelland's, NeedTheory, Herzberg's Two Factor Theory, Cultural Differences in Motivation.

Unit III
Work Teams & Groups: Group Behavior, Group Formation & Development; Power andPolitics in organizations: Bases of Power and Power Tactics. Politics: Power in action, Factors related with Political Behavior.

Unit IV
Organizational Design & Structure: Key Organizational Design Process, Structural Differentiations, Forces Reshaping Organizations; Organizational Change and Development: Individual Approaches to Change, Interpersonal and Organizational.

Unit V
Forces for Change in Organization, Resistance to Change, Lewins's Change Model, Leadership: Leadership vs. Management, Leadership Theories, Emerging Issues in Leadership; Organizations as System: Open and Closed Systems, Internal Integration and External Adaptation.

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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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*				
MAPSY 204	**DSE**	**Organizational Psychology**	60	20	20	0	0	3	0	0	3

Suggested Readings:

- Nelson, Quick and Khandelwal (2012). *ORGB: An Innovative Approach to Learning and Teaching Organizational Behavior. A South Asian Perspective*, Australia: Cengage Learning.

- Luthans, F. (2008). *Organizational Behavior*. New Delhi: McGraw Hill

- Udai, P. (2012). *Understanding Organizational Behavior*. London: Oxford University Press.

- Robbins, S. (2006). *Organizational Behavior*. New Delhi: Prentice Hall India.

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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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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*				
MAPSY205	DSE	Human Developmental 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: Understand the concept of human growth and development and the factorsinfluencing it through various approaches and research methods.

CEO2: Understand the key developmental theorists and theories are integrated throughout the course as well as developmental milestonesacross the lifespan

CEO3: Understand language development and concept formationprocess through its stages.

CEO4: Comprehend the approaches towards cognitive development.

CEO5: Understand the different theories of human growth and development with reference to social, moral and emotional across the lifespan.

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

CO1: Demonstrate and distinguish major theoretical perspectives andmethodological approaches in human development.

CO2: Identify the milestones in diverse domains of human development acrosslife stages through various theories and stages of development.

CO3: Relate to language development and its contributions toward shapinghuman development.

CO4: Distinguish between major theoretical perspectives in cognitive development.

CO5: Define the various terms and concepts in the emotional, social and moral development across the lifespan.

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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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY205	DSE	**Human Developmental Psychology**	60	20	20	0	0	3	0	0	3

MAPSY205
Human Developmental Psychology

Contents

Unit I

Introduction to Human Developmental Psychology: Concept, Determinants and Perspectives -Biological, environmental and their interaction; Approaches: Longitudinal, Cross Sectional, Case study and Observational method.

Unit II

Theories of Developmental stages: Theories of Freud, Erikson and Adler.

Unit III
Language Development: Concept Formation and Perceptual Development: Visual, Auditory and Tactual. Language Development: Stages and Determinants

Unit IV
Cognitive Development: Nature and Approaches: Piaget, Vygotsky and Information Processing Model.

Unit V
Emotional, Social and Moral Development: Concepts, factors and stages of Emotional, Social (Bandura) and Moral Development (Kohlberg's Theory).

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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. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY205	DSE	Human Developmental Psychology	60	20	20	0	0	3	0	0	3

Recommended Readings:

- Hurlock, E.B. (2020). *Developmental Psychology: A life span approach*. New Delhi; Tata McGraw Hill.

- Mussen et. al. (2012). *Child Development and Personality*. NY; Harper& Row.

- Nelson, N.W. (2011). *Developmental Psychology*. NY: Holt, Rinehart &Winston.

- Ciccarelli, S. K & Meyer, G.E (2008). *Psychology* (South AsianEdition). New Delhi: Pearson

- Shaffer, D.R. (2015). *Developmental Psychology. Fourth Ed.*Brooks and Cole Publications.

- Shamrock, J.W. (2010). *Lives span Development*. New York: Mc Graw Hill.

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc. Psychology/Applied/Clinical/Counselling/Cyber Psychology/ Palliative Care
Semester II (2025-27)

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
MAPSY206	DSE	Psychosocial Adjustment and Coping Behavior	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): The students will be able to:

 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 effectivecommunication and their
   application in different areas of life.

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

 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
MAPSY206	DSE	Psychosocial Adjustment and Coping Behavior	60	20	20	0	0	3	0	0	3

MAPSY206
Psychosocial Adjustment
and Coping Behavior

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.

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

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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
MAPSY206	DSE	Psychosocial Adjustment and Coping Behavior	60	20	20	0	0	3	0	0	3

Suggested Readings:

- 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 everydayliving.* N.J.: Prentice-Hall, Engle wood Cliffs.
- Nevid, J. S. & Rathus, S. A. (2007*). Psychology and thechallenges 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				
MAPSY207	SEC	Seminar	0	0	0	0	50	0	0	6	3

MAPSY207
Seminar

Course Educational Objectives (CEOs):

CEO1: To provide an opportunity for students to apply theoretical concepts in real life situations.

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

CEO3: To expose the students on various field study concepts.

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

CO1: Acquire research skills and capabilities to take up the project work.

CO2: Apply the learnt theoretical principles in practical settings.

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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
MAPSY208	CV	Comprehensive Viva	0	0	0	50	0	0	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test

MAPSY208
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:

CEO 1: Provide an opportunity for students to apply theoretical concepts in real life situations
CEO 2: Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks
CEO 3: Acquire speaking skills and capabilities to demonstrate the subject knowledge.

Course Outcomes (COs): The students should be able to:

CO1: Exhibit the strength and grip on the fundamentals of the subjects studied during the semester
CO2: Comprehend for all the courses studied in the entire program

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