



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore  
SVISSHA  
MA- Psychology

SUBJECT CODE	CATEGORY	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MAPSY 201</b>	<b>Compulsory</b>	<b>Psychological Assessment</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>5</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 (CEO)** The students will be able to :

- Evaluate assessment procedures and recommend appropriate alternatives when warranted
- Understand and appreciate the influence of personal beliefs, emotion, and cultural differences on the use and interpretation of assessment data.

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

- Construct and evaluate an original psychological test or assessment method
- Modify and evaluate the reliability and validity of an existing instrument.
- Describe the different methods of gathering information involved in the assessment process.
- Understand the issues related to assessing different populations and the importance of cultural considerations.
- Consider a new psychological test, evaluate its suitability for assessment, and determine whether you would be competent to administer it.
- Describe and have a framework for addressing ethical issues facing psychologists.
- Demonstrate an ability to prepare a psychological assessment report.

## MAPSY201

### Psychological Assessment

#### Unit I

Psychological Testing and Assessment; Historical Backgrounds of Psychological testing, Legislation in India, Legal/Ethical considerations.



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**Unit II**

Introduction to Measurement: Scales of Measurement, Ethical and Social Implications of Assessment; Norms: types of norms and Standardization; Process of Test Construction and Item Writing

**Unit III**

Item Analysis and Item difficulty, Reliability: meaning and types of reliability factors influencing reliability; Applications of Classical Test Theory, Decision Theory,

**Unit IV**

Observations and Interviews; Validity: concept and types of Validity, Factors influencing validity, Factor Analysis; Test of Intelligence: Stanford-Binet Intelligence Scale, Wechsler Intelligence Scales and other measures of intelligence.

**Unit V**

Neuropsychological Assessment: Neuropsychological Testing, Barnum effect; Personality Inventories: MMPI, TAT, 16PF & Rorschach Inkblot Test; Psychological Assessment in Forensic Settings

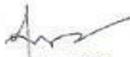
**List of Practicals:**

- Wechsler Adult Intelligence Scale-IV (WAIS-4)
- Checklists and rating scales
- Draw a Man
- Strait-Trait Anxiety
- 16PF
- Maudsely Personality Inventory

**Recommended Readings:**

- Anastasi, A. & Urbina, S. (2009). **Psychological testing**. N.D.: Pearson Education.
- Gregory, R.J. (2006). **Psychological Testing: History, Principles, and Applications** (4<sup>th</sup>Ed.). New Delhi: Pearson Education
- Kaplan R.M. & Saccuzzo D.P. (2005). **Psychological Testing, Principles, Applications and Issues**. Sixth Ed. Cengage Learning India, Pvt Ltd.
- Parameshwaran, E. G. & Rao, B. T. (1968). **Manual of experimental psychology**. Bombay: Lalvani Publishing House.
- Postman, L. & Egan, J.P. (1949). reprint 2009. **Experimental Psychology: An Introduction**. ND: Kalyani Publication.

  
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<b>MAPSY 202</b>	<b>Compulsory</b>	<b>Theories of Personality</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

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

- Provide the students with a comprehensive, rigorous and systematic treatment of centrally important theories of personality.
- Allow the students to observe and interpret individual differences in behavior in the light of sound theoretical systems of personality.
- Acquaint the students with the applications of personality theories in different walks of life.

**Course Outcomes (Cos):**

- Demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation.
- Demonstrate and appreciate the value of a scientific psychological understanding of personality to society.
- Locate relevant research, theory, and information about personality psychology necessary to plan, conduct, and interpret results of research studies

**MAPSY202**

**Theories of Personality**

**Unit I**

**Introduction to Personality-** Definitions and nature of personality, Characteristics of good personality theory and Evaluation of personality theory, Applications of personality in industrial and clinical areas. Approaches: Person-Situation interaction, Idiographic & Nomothetic.

**Unit II**

**Psychoanalytic And Neo-Psychoanalytic Theories Of Personality-** Classical Psychoanalysis: Sigmund Freud ,Carl Jung , Adler, Horney, Erik Erikson

**Unit III**

**Learning, Cognitive, Humanistic - Existential Approaches to Personality-**Learning Perspectives: Dollard & Miller, Julian Rotter’s expectancy model, Cognitive Perspectives: Kelly’s constructive alternativism,. Humanistic Perspectives: Abraham Maslow, Carl Rogers,. Existential Positions: Viktor Frankl, Rollo May.



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#### Unit IV

**Trait Approach and Current Issues-** Trait Approach: History, G. Allport, Raymond Cattell, Hans. J. Eysenck, Five Factor Model – Costa & McCrae, . Current Issues I: Cross-cultural research, experimental personality research, Current Issues II: Consistency and temporal stability of personality and issues in social desirability.

#### Unit V

Personality Assessment; Objective methods, projective methods, Behavioural Assessment Methods

#### Recommended Readings:

- Buck, R. (1976). **Human Motivation and Emotion**, New York: Wiley
- Frager, R. & Fadiman, J. (2007). (6th Edn ). **Personality and personal growth..** Pearson Prentice Hall, India.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). **Theories of Personality**. Wiley :India.
- Kaplan, H.B. (1996). **Psychological stress from the perspective of self theory**. N.Y. Academic Press.
- Schultz, D.P & Schultz, E.S. (2005). **Theories of personality**. Delhi: Thomson Wadsworth.

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<b>MAPSY 203</b>	<b>Compulsory</b>	<b>Abnormal Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

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

- Understand the recent classification of abnormality.
- acquire the knowledge about the causes, symptoms and treatments of various types of psychological disorders.

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

- Differentiate the types of disorders due to abnormal behaviour.
- Implement the knowledge about the causes, symptoms and treatments of various types of psychological disorders.

**MAPSY203  
Abnormal Psychology**

**Unit I**

**Introduction To Psychological Disorders** - Definition of abnormal behavior, Approaches of psychopathology , Classification system of abnormal behavior with special reference to DSM-IV and ICD-10, Causes and risk factors in abnormal behavior

**Unit II**

**Psychotic Disorders**-Symptoms of Schizophrenia, Paranoid and Catatonic Schizophrenia, Disorganized, Undifferentiated and Residual Schizophrenia, Other psychotic disorders

**Unit III**

**Mood Disorders Anxiety Disorders**- Depressive disorders, Bipolar disorders, Generalized anxiety disorder, Phobia, Obsessive-compulsive disorder.

**Unit IV**

**Dissociative Disorders And Personality Disorders**- Types of dissociative disorders, Odd and eccentric personality disorders, Emotional, dramatic or erratic personality disorders, Anxious, fearful personality disorders

**Unit V**



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**Sleep- Wake Disorders, Eating Disorders And Neurocognitive Disorders-** Insomnia disorder, hyper somnolence disorder, Narcolepsy. Breathing related sleep disorder: Sleep Apnea, Circadian rhythm sleep-wake disorder, Parasomnias: Non-REM sleep arousal disorders, sleep terror, nightmare and REM sleep behaviour disorder, restless legs syndrome. Eating disorders: i) Bulimia Nervosa ii) Anorexia Nervosa iii) Binge- Eating disorder. Delirium and dementia.

### Recommended Readings:

- Alloy, L. B., Riskind, J. H., & Manos, M. J. (2005) . **Abnormal Psychology: Current perspectives**. 9th Edn. Tata McGraw- Hill: New Delhi, India.
- Barlow, D. H. & Durand, V. M. (2005). (4<sup>th</sup> ed.). **Abnormal Psychology**, Pacific Grove: Books/Cole.
- Carson, R.C.; Butcher, J.N.; Mineka, S. and Hooley, J.M. (2007). (13th ed) **Abnormal Psychology**, N.D.: Pearson Edu.
- Fauman, M. A. (1996). **Study Guide To DSM-IV**, Jaypee Brothers.
- Gerald Davison, C., & John Neale M. (2015). **Abnormal Psychology DSM-5**. (13<sup>th</sup> Ed.). Wiley .
- Oltmanns, T. F., Emery, R. E. (1995). **Abnormal Psychology**, Prentice Hall.
- Sue, D., Sue, D. W., & Sue, S. (2006). (8th Edn), **Abnormal Behaviour**. Houghton Mifflin Company.

  
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MA PSY204	Compulsory	Industrial/Organizational Psychology (I/O Psychology)	60	20	20	30	20	4	0	2	5

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):

- Objective of this course is to become familiar with Industrial/Organizational Psychology (I/O Psychology). Most definitions of I/O Psychology will represent this subarea of psychology as an applied science.

### Course Outcomes (COs):

The student should be able to help solve human and organizational problems in the workplace such as:

- Identifying training and development needs;
- Optimizing the quality of work life;
- Formulating and implementing training programs and evaluating their effectiveness;
- Developing criteria to evaluate performance of individuals and organizations.

## MAPSY-204

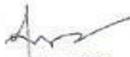
### Industrial/Organizational Psychology (I/O Psychology)

#### Unit I

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

#### Unit II

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

### Unit III

Work Teams & Groups: Groups & work teams, group Behavior, Group formation & development; Power and Politics 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.

#### List of Practical:

- Quality of life scale
- Organizational Health Description Questionnaire
- Mental Fatigue test
- Organizational culture scale
- Leadership Effectiveness scale
- Organizational conflict scale

#### Recommended Readings:

- Nelson, Quick and Khandelwal, (2012). **ORGB : An innovative approach to learning and teaching Organizational Behavior. A South Asian Perspective**, Australia: Cengage Learning
- Luthans, Fred (2008). **Organizational Behavior**. New Delhi: McGraw Hill
- Pareek Udai, (2012). **Understanding Organizational Behavior**. London: Oxford University Press.
- Robbins, Stephen (2006). **Organizational Behavior**. New Delhi: Prentice Hall India



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<b>MAPSY 205</b>	Compulsory	<b>Seminar</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>60</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>

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

**MAPSY205**  
**Seminar**

It is also important to understand that effective presentation skills are not solely for the fortunate few who are naturally good communicators but that effective presentation skills can be developed in anyone and that we all have the ability to learn how to become highly effective presenters.

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

- The ability to create a clear message
- The ability to deliver your message effectively
- The ability to fully engage with your audience.

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

- Developing body Language
- Enhancing speaking Skills



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<b>MAPSY 206</b>	<b>Compulsory</b>	<b>Comprehensive Viva Voce</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

### MAPSY206

#### 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 students to face interview both at the academic and the industrial sector.

**Course Educational Objectives (CEOs):-**The students will be able to:

- To provide an opportunity for students to apply theoretical concepts in real life situations
- To enable students to manage resources, work under deadlines, identify and carry out specific goal oriented tasks
- The Paper will help to 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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