



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**

**MA/MSc-Psychology**  
**Semester II (2022-24)**

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	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.

**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 test in various context.

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

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

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

CO1: Understand the concept of psychological assessment.

CO2: Develop 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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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, Characteristics of a Good Test, Applications of psychological tests in various contexts (educational, counselling and guidance, clinical, organizational etc.), 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: 5th Edition, Culture Fair Intelligence Test), Aptitude tests/batteries.

**Tests of personality:** NEO-FFI, 16 PF, Rorschach and Thematic Apperception Test.

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**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

**Suggested 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*.

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<b>MBAI202</b>	<b>CC</b>	<b>Research Methodology</b>	60	20	20	0	0	4	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.

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

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

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

- Demonstrate understanding of research methodology.
- Apply the statistical concepts in social research.
- Validate statistical statements relating to social research.

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MBAI202	CC	Research Methodology	60	20	20	0	0	4	0	0	4

**MBAI 202**  
**Research Methodology**

**Unit I**

An overview: Research process, Types of Research - Exploratory Research, Descriptive Research, Causal Research, Analytical Research, Problem formulation, Management problem v/s. Research problem, Approaches to Research, Importance of literature review, Research Design: Steps involved in a research design

**Unit II**

Sampling and sampling distribution: Meaning, Steps in Sampling process, Types of Sampling - Probability and Non probability Sampling Techniques, Data collection: Primary and Secondary data – Sources – Advantages/Disadvantages, Data collection Methods: Observations, Survey, Interview and Questionnaire design, Qualitative Techniques of data collection.

**Unit III**

Measurement and Scaling Techniques: Nominal Scale, Ordinal Scale, Interval Scale, Ratio Scale, Criteria for good measurement, Attitude measurement – Likert's Scale, Semantic Differential Scale, Thurston-equal appearing interval scale.

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<b>MBAI202</b>	<b>CC</b>	<b>Research Methodology</b>	60	20	20	0	0	4	0	0	4

**Unit IV**

Statistical Tools for Data Analysis: Measures of central tendency - Mean, Median, Mode, Quartiles, Deciles and Percentiles, Measures of Dispersion: Standard Deviation – Variance – Coefficient of Variance, Skewness, Correlation - Karl Pearson's coefficient of Correlation, Rank Correlation, Regression: Method of Least Squares, Formulation of hypothesis, Testing of hypothesis, Type I and Type II Errors, Parametric tests: Z-Test, t- test, F-test, Analysis of Variance, One-Way and Two-way classification. Nonparametric tests - Chi-Square test.

**Unit V**

Report Writing: Reporting Research, Types of reports, Characteristics of a research report

**Suggested Readings**

- Aczel and Sounderpandian (2008). **Complete Business Statistics**. Tata-McGraw Hill, Latest Edition.
- Anderson, Sweeney, William, Cam (2014). **Statistics for Business and Economics**.
- Cengage Learning, Latest Edition. Cooper Donald R and Schindler Pamela S. (2006). **Business Research Methods**. McGraw-Hill Education, Latest Edition.
- Gupta S. P. (2014). **Statistical Methods**. Sultan Chand and Sons, Latest Edition.
- Kothari C. R. (2004). **Research Methodology**. Vishwa Prakashan, Latest Edition.
- Krishnaswami O. R., Ranganatham M. (2011). **Methodology of Research in Social Sciences**. Himalaya Publishing House, Latest Edition.

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MAPSY203	CC	<b>Abnormal Psychology</b>	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 abnormality and its causes in 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 the different types of personality disorders and its clusters.

**CEO5:** To provide practical knowledge through case studies.

**Course Outcomes (COs):**

The students will be able to:

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

**Mood Disorders** – Depression, and Bipolar Disorders.  
**Anxiety Disorders** - Generalized Anxiety Disorder, Phobia, PTSD and Panic Attack  
**Obsessive-compulsive disorder**

#### Unit IV

**Personality Disorders-** Cluster A, Cluster B and Cluster C.

#### Unit V

A Case Study based on a disorder and One Practicum based on the above four units.

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MAPSY203	CC	<b>Abnormal Psychology</b>	60	20	20	0	0	3	0	0	3

**Suggested 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.
- American Psychiatric Association. (2013). **Diagnostic and statistical manual of mental disorders (DSM-5)**. American Psychiatric Pub.
- Srivastava, S. K. (2012). Psychopathological Disorders: Biopsychosocial Analysis, First Edition. Pp.309-332. 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.
- World Health Organization. (2021). **The ICD-11 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines** (Vol. 1). World Health Organization.

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MAPSY 204-E1	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.

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**Semester II (2022-24)**

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MAPSY 204-E1	DSE	Organizational Psychology	60	20	20	0	0	3	0	0	3

**MAPSY204 – E1**  
**Organizational Psychology**

**Contents**

**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**

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: 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.

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MAPSY 204-E1	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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MAPSY204-E2	DSE	<b>Human Developmental Psychology</b>	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 factors influencing it through various approaches and research methods.

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

**CEO3:** Understand language development and concept formation process 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 and methodological approaches in human development.

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

**CO3:** Relate to the language development and its contributions toward shaping human 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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MAPSY204-E2	DSE	<b>Human Developmental Psychology</b>	60	20	20	0	0	3	0	0	3

**MAPSY204-E2**

**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, Erickson 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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**Choice Based Credit System (CBCS) in Light of NEP-2020**

**MA/MSc-Psychology**  
**Semester II (2022-24)**

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*				
MAPSY204-E2	DSE	<b>Human Developmental Psychology</b>	60	20	20	0	0	3	0	0	3

**Suggested Readings:**

- 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.  
Ciccharelli,  
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: Mc Graw Hill.

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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*				
MAPSY204-E3	DSE	Psychosocial Adjustment & 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 effective communication and its 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		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY204-E3	DSE	Psychosocial Adjustment & Coping Behavior	60	20	20	0	0	3	0	0	3

MAPSY204-E3  
Psychosocial Adjustment &  
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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MAPSY204-E3	DSE	Psychosocial Adjustment & 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 everyday living**. N.J.: Prentice-Hall, Engle wood Cliffs.
- Nevid, J. S. & Rathus, S. A. (2007). **Psychology and the challenges 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.). Belmont, CA: Wadsworth, Cengage Learning

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<b>MAPSY205</b>	<b>SEC</b>	<b>Field Study/ Case Study/ Seminar</b>	0	0	0	0	50	0	0	4	2

**MAPSY105**

**Field Study/Case Study/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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			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
<b>MAPSY206</b>	<b>CV</b>	<b>Comprehensive Viva Voce</b>	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

**MAPSY106**  
**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:

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 specificgoal- 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 programme

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