



**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**  
**Semester I (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*				
MAPSY101	CC	Theories and Systems of 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 a vast knowledge about the field of psychology both historic and current.

**CEO2:** To know the major psychologist and the ideas, theories and schools with which they are associated and the beginning era of experimental psychology.

**CEO3:** To understand the positive orientation of psychology concerning human behavior in a positive context.

**CEO4:** To know the origin of depth theories and their contributions to develop modern theories of psychology.

**CEO5:** To provide the basic information about indigenous psychological knowledge systems.

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

**CO1:** Construct an understanding of prehistory and the history of psychology and understand the significant philosophical and scientific events that influence the development of the discipline.

**CO2:** Develop critical thinking related experimental psychology and ideas of different psychologists.

**CO3:** Identification and evaluation of humanistic approaches and their contributions in positive fields of psychology.

**CO4:** Describe the key figures of depth theories and their contributions to develop modern theories of psychology.

**CO5:** Develop a critical understanding of Indian thoughts and be able to characterize the Indian psyche.

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MAPSY101	CC	Theories and Systems of Psychology	60	20	20	0	0	3	0	0	3

**MAPSY101**  
**Theories and Systems**  
**of Psychology**

**Contents**

**Unit I: Historical Roots and Development of Psychology**

Systems and Emergence of Psychology, Psychology as science; Historical Origins: Pre-Experimental period- Science among Greeks, British Empiricism, and German, Nativism. Perspective and Current fields of Psychology

**Unit II: Beginning of Experimental Psychology**

**Psychophysics:** Contribution of Weber, Fechner and Galton.

**Structuralism:** Wundt and Titchener

**Functionalism:** William James and John Dewey

**Unit III**

**Positivist Orientation in Psychology**

Behaviorism: Basic Postulates and Subject Matter, Contributions of Watson, Skinner

Humanistic and Existential Approaches: Basic Tenets, Contributions of Maslow, Carl Rogers and Ludwig Binswanger

Cognitive Psychology: Contributions of Jean Piaget and Noam Chomsky

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#### Unit IV

##### Depth Psychology

Freudian Psychoanalysis, Neo Freudians, and the shift towards social and cultural - Carl Jung's concept of archetypes and collective unconscious; Adler's concept of social interest  
 Gestalt psychology: Contributions of Wertheimer, Koffka and Kohler; Gestalt principles of learning, principles of organization, principle of isomorphism and productive thinking.

#### Unit V

##### Indigenous Indian thought and tradition

Nature of consciousness, mind and mental functions as understood in Samkhya:  
 Yoga, Vedanta, History of Psychology in India; Diversity in Psychology; Indigenization; Globalization and the field of psychology in 21<sup>st</sup> century.

##### Suggested Readings:

- Brock, A.C., (2006). **Internationalizing the History of Psychology**. NY: NYU Press.
- Chaplin, T. and Kraweic, T.S. (1979). **Systems & Theories of Psychology**. New York; London: Holt, Rinehart and Winston.
- Wolman, B.B. (1960). **Contemporary Theories & Systems in Psychology**. New York: Harper and Row.
- Wolman, B.B. (1961). **Handbook of general psychology**. New York: Harper and Row.
- Singh, A. K (1991), **A Comprehensive History of Psychology**, Motilal Banarsi Das Publication, New Delhi.

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MAPSY102	CC	Theories of Personality	60	20	20	20	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:** Understand the term personality through various approaches and its application indifferent walks of life.

**CEO2:** Understand the difference between psychoanalytic and neo psychoanalytic theories of personality.

**CEO3:** Comprehend the centrally important theories and approaches of personality.

**CEO4:** Understand the individual differences through trait approaches of personality.

**CEO5:** Impart various research and assessment methods to measure personality.

**Course Outcomes:** Students will be able to-

**CO1:** Define personality and 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.

**CO2:** Differentiate between psychoanalytic and neo-psychoanalytic theories of personality

**CO3:** Describe behaviorist and humanistic-existential approaches to personality.

**CO4:** Recall the trait approach and identify issues related to personality.

**CO5:** Demonstrate the application of different personality assessment methods.

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MAPSY102	CC	Theories of Personality	60	20	20	20	20	2	0	2	3

**MAPSY102**  
**Theories of Personality**

**Contents**

**Unit I**

**Introduction to Personality-** Definitions and Nature of Personality; Approaches: Idiographic and Nomothetic; Role of Heredity and Environment in Personality Development.

**Unit II**

**Psychoanalytic and Neo-Psychoanalytic Theories of Personality-** Sigmund Freud: Classical Psychoanalysis; Carl Jung: Analytic Psychology, Alfred Adler: Individual Psychology, Horney: Neurotic Needs and Trends; Erik Erikson: Identity Theory

**Unit III**

**Humanistic Approach to Personality -** Abraham Maslow: Hierarchy of Needs & Carl Rogers: Self Actualization

**Existential Approach to Personality-** Viktor Frankl.

**Social- Learning Approach-** Albert Bandura

**Unit IV**

**Trait Approach-** G. Allport, Raymond Cattell, Hans. J. Eysenck, Five Factor Model – Costa & McCrae.

**Unit V**

**Personality Assessment Methods-** Objective and Projective.

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MAPSY102	CC	Theories of Personality	60	20	20	30	20	2	0	2	3	

**List of Practical: (Any Five)**

- Big Five Personality Inventory
- Personality Assessment Profile
- Personality Inventory
- TAT
- MMPI-2
- MPI

**Suggested 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.
- Schultz, D.P & Schultz, E.S. (2005). **Theories of Personality**. Delhi: Thomson Wadsworth.

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MAPSY103	CC	Experimental Psychology	60	20	20	30	20	2	0	2	3

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**MAPSY103**  
**Experimental Psychology**

**Contents**

**Unit I**

**Sensation & Attention:** Meaning of sensation, Sensory process vision, Audition attention, Meaning, types, Broadbent model, Triesman model.

**Unit II**

**Perception & Psychophysics:** Form perception, Theory of Perceptual Organization, Perceptual Constancies, Psychophysics, Signal Detection Theory

**Unit III**

**Learning:** Theories of learning: Thorndike, Pavlov, Skinner, Kohler & Koffka, Tolman, Bandura.

**Unit IV**

**Memory:** Types, Sensory memory: Iconic & Echoic, STM, LTM, (Semantic & Episodic, Working Memory, Flashbulb memory); **Forgetting:** Theories of forgetting, Disuse, Trace memory, Interference theory, consolidation theory, how to improve memory.

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MAPSY103	CC	Experimental Psychology	60	20	20	30	20	2	0	2	3

**Unit V**

**Language and related cognitive Phenomenon:** Theories of language acquisition, Parts of language and Speech, Language Disorders

**List of Practical: (Any Five)**

- Muller Lyer illusion
- Memory (STM)
- Rating Scale
- Paired Comparison Method
- Rank Order Method
- Size Weight Illusion

**Suggested Readings:**

- Andreas, B. G. (1960). **Experimental Psychology**. New Delhi: Willey.
- D'Amato, M.R. (1979). **Experimental Psychology**. Tata McGraw-Hill.
- Hakim, M.A. and Asthana, V. (1976). **Experimental Psychology**. Agra: Vinod Pustak Mandir.
- Hilgard, Ernest R. Bower, Gordon H. (1980). **Theories of Learning**. Pearson.
- Hulse, Stewart H; Deese, James; Egeth, Howard (1975). **Psychology of Learning**. McGraw-Hill.
- Kling, Julius William, and Riggs, Lorrin Andrews (1971). **Woodworth and Schlosberg Experimental Psychology**. Holt, Rinehart and Winston.
- Mcguigan, Frank J. (1978). **Experimental Psychology – A Methodological Approach**. Prentice Hall.

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			THEORY			PRACTICAL		L	T	P	CREDITS
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MAPSY104	CC	<b>Social 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.

**MAPSY104**  
**Social Psychology**

**Unit I**

**Introduction-** Brief History of Social Psychology (special emphasis on India), Scope of Social Psychology, Approaches towards understanding social behavior, Social Psychology and other Social Sciences, Methods of Social Psychology: Experimental and Co-relational methods.

**Unit II**

**Individual Level Processes-** Person perception: Attribution Theories, Biases and Errors, Attitude: Formation, Change and Resistance to Change, Measurement of Attitude. Impression formation and Impression Management-Techniques of Impression Management.

**Unit III**

**Social Cognition–** Social cognition: Heuristics and other short-cut strategies; Framing and Anchoring. Affect and Social Cognition: Action identification, Self-reference effects, Attraction and Intimacy, Pro-social behavior, Aggression: Nature and Types of Aggression.

**Unit IV**

**Group Dynamics-** Groups: Nature and Characteristics, Intergroup conflict, Social facilitation, Social loafing. Leadership: Nature, Types and Characteristics of Leadership.

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MAPSY104	CC	<b>Social Psychology</b>	60	20	20	0	0	3	0	0	3

### Unit V

**Socialization and Social Influence Processes:** Social context of Development and Socialization of the Child: The Role of Family, School, Neighborhood; Social Norms and their Perception, Conformity to Social Norms, Factors Influencing Conformity; Compliance and its Consequences; Types and Conditions of Obedience, Ethical issues, Cultural perspectives, Application of Social Psychology.

### Suggested Readings:

- Alcock, J. E., Carment, D.W., Sadava, S.W., Collins, J. E. and Green, J. M. (1997). **A Text Book of Social Psychology**. Scarborough, Ontario: Prentice Hall/Allyn & Bacon
- Baron, R.A., Byrne, D. & Bhardwaj. G (2010). **Social Psychology** (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). **Social Psychology**. MacMillan.
- Feldman, R. S. (1985). **Social Psychology: Theories, Research and Application**. New York: McGraw Hills.
- Myers, David, G (1994). **Exploring Social Psychology**. New York: Mc Graw Hill.
- Singh, A. K. (1996). **Adhunik Samajik Manovigyan Ki Rooprekha** (3rd edition).
- Varanasi: Motilal Banarsi Das. Tripathi, L. B. (1992). **Adhunik Samajik Manovigyan** Agra: National Psychological Corporation

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MAPSY105	SEC	Field Study/ Case Study/ Seminar	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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<b>MAPSY106</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 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 programme

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