

Department of Psychology
A.P.S. University, Rewa (M.P.)

M.A. Psychology

EXAMINATION SCHEME

S.No	Paper Name		Theory/ External Assessment		Internal Assessment		Total Max. Marks	Credit
			Max.	Min.	Max.	Min.		
Semester - I								
1.	Paper- 101 Cognitive Processes-I	Core	60	21	40	20	100	04
2.	Paper 102 Psychopathology	Core	60	21	40	20	100	04
3.	Paper 103 Research Methods -I	Core	60	21	40	20	100	04
4.	Paper 104 Psychological Assessment	Core/Generic Elective I	60	21	40	20	100	04
5.	Paper 105 Practical/Seminar/Assignment		100	35	-	-	100	04
6.	Paper 106 Comprehensive Viva-Voce		100	35	-	-	100	04
Semester - II								
1.	Paper- 201 Cognitive Processes-II	Core	60	21	40	20	100	04
2.	Paper 202 Theories of Personality	Core	60	21	40	20	100	04
3.	Paper 203 Research Methods-II	Core	60	21	40	20	100	04
4.	Paper 204 Guidance and Counseling	Core/ Generic Elective II	60	21	40	20	100	04
5.	Paper 205 Practical/Seminar/Assignment		100	35	-	-	100	04
6.	Paper 206 Comprehensive Viva-Voce		100	35	-	-	100	04
Semester - III								
1.	Paper- 301 Educational Psychology	Core	60	21	40	20	100	04
2.	Paper 302 Clinical Psychology	Core	60	21	40	20	100	04
3.	Paper 303 Developmental Psychology	Core	60	21	40	20	100	04
4.	Paper 304 Health Psychology	Core/ Generic Elective III	60	21	40	20	100	04
5.	Paper 305 Practical/Seminar/Assignment		100	35	-	-	100	04
6.	Paper 306 Comprehensive Viva-Voce		100	35	-	-	100	04
Semester - IV								
1.	Paper- 401 Environmental Psychology	Core	60	21	40	20	100	04
2.	Paper 402 Organizational Behavior	Core	60	21	40	20	100	04
3.	Paper 403 Psychology of Adjustment	Core	60	21	40	20	100	04
4.	Paper 404 Human Resource Management	Core/ Generic Elective IV	60	21	40	20	100	04
5.	Paper 405 Practical/Project/Internship		100	35	-	-	100	04
6.	Paper 406 Comprehensive Viva-Voce		100	35	-	-	100	04

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : I
Subject : Psychology
Course Name: Cognitive Processes-I
Course Code: 101

Max. Marks: 60
Min. Marks: 21
Credit: 04

Course Objectives

Cognitive psychology is a discipline of mental processes involved in gaining knowledge and comprehension. These processes include thinking knowing remembering judging and problem solving.

Unit I: Introduction: A brief history of the cognitive approach. The emergence of contemporary cognitive psychology. Current theoretical issues in cognitive psychology- Cognitive science, Cognitive Neuroscience, Artificial intelligence, and The parallel distributed processing approach.

Unit II: Perceptual Processes: Object Recognition-Its background, Theories of Object Recognition. Top-Down processing and Object Recognition. Attention: Divided Attention, Selective Attention Theories of attention. Biological basis of attention.

Unit III: Working Memory: The history of research on working memory- Miller's concept, Classical research on STM, Atkinson and Shiffrin's model. Factors affecting working memory- Pronunciation time, Semantic similarity of the items in working memory. Baddeley's working memory approach- Phonological loop, Visuo-spatial sketch pad, and Central executive.

Unit IV: Long-Term Memory: Encoding in long-term memory- Depth of Processing, The Self-Reference Effect, The Effect of Context: Encoding Specificity, Emotions, Mood and Memory. Retrieval in Long Term Memory- Explicit Versus Implicit Memory Task, Very Long Term Memory, Expertise, and Individuals with Amnesia. Autobiographical Memory- Flashbulb Memories, Schemas and Autobiographical Memory, and Eyewitness Testimony.

Unit V: Memory Strategies and Metacognition: Introduction, Mnemonics using Imagery and organization, The Multimodal Approach, Prospective memory. Metacognition -Tip of the Tongue Phenomenon, Metacomprehension.

Specific Outcomes

It will give better understanding of different cognitive processes, memory, attention, language, reasoning etc. which are the part of intellectual processes.

Recommended Readings:

Galotti, M.K. (2004). Cognitive Psychology. Singapore: Thompson.

Matlin, M.W (2002). Cognition (Fifth Edition). New York: Harcourt College Publishers.

Solso, R.L. (2001). Cognitive Psychology, (Sixth Edition). Singapore: Pearson Education.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : I
Subject : Psychology
Course Name: Psychopathology
Course Code: 102

Max. Marks: 60
Min. Marks: 21
Credit: 04

Course Objectives

Psychopathology is the study of mental illness or mental distress on the manifestation of behaviors and experiences which may be indicative of mental illness or psychological impairment.

Unit-I Normality and Abnormality: Concept of normality and abnormality Classification of Mental Disorder. DSM IV & ICD-10.

Unit-II Introduction to models of psychopathology: psychosocial models of psychopathology: Psychodynamic, Behavioural, Cognitive, Humanistic and Existential.

Unit – III Anxiety Disorders: Panic disorders, Phobic disorders, Obsessive compulsive disorder, Generalized Anxiety disorders and PTSD (earthquake, storm etc & life events).

Unit- IV Somatoform Disorders: Hypochondriasis, Pain disorders, body dysmorphic disorder, conversion & dissociative disorder.

Unit – V Schizophrenia, delusional disorder, Brief psychotic disorder.

Mood disorders: Manic episode, Depressive episode, Bipolar affective disorder.

Specific Outcomes

It will enhance personal and social interactions by using the knowledge of history and major models of psychopathological behavior.

It will provide understanding to various approaches to the diagnosis and treatment of mental disorders.

Books Recommended:

1. Adams H.E. and Sutkar F.G. (E.D.) (1984) Comprehensive Handbook of psychopathology. New York; Plenum Press.
2. Buss A.H. (1986) Psychopathology, London: Wiley.
3. Coleman J.C. (1988) Abnormal Psychology & Modern Life
4. Friedman & Kaplan Text book of Psychiatry

M.A. Psychology Syllabus
A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : I
Subject : Psychology
Course Name: Research Methods -I
Course Code: 103

Max. Marks: 60
Min. Marks: 21
Credit: 04

Course Objectives

Research methods and statistics are central to the development of professional competence and evidence based psychological practices.

Unit I: Nature of Research: The Scientific Approach, Problem, Hypothesis, Nature and types of Variables, Controlling extraneous variables.

Unit II: Techniques of Data Collection: Observation, Questionnaire, Interview, and Content-Analysis.

Unit III: Sampling: Meaning, Types, and methods of sampling. Probability and Non-Probability sample. Sampling Errors.

Unit IV: Correlation: its concepts. Methods of Calculating correlation-Product- Moment and Rank- Order correlation..

Unit V: Basic statistical techniques: Significant Difference between Mean: t-Test. Non-parametric Statistics: Chi-square, Sign-test, Mann Whitney U test, Duncan Range test.

Specific Outcomes

It will enhance the ability to interpret and apply research findings for psychological literacy for analysis of data.

Recommended Readings:

- Broota, K.D. (1992). Experimental design in behavioral research. New Delhi: Wiley Eastern.
Panneerselvam R. (2016) – Research Methodology PHI Learning
Kerlinger, F.N. (1988). Foundation of behavioral research (2nd ed.): Delhi: Surjeet Publications.
Mangal S.K. (2015) . Research Methodology in Behavioural Sciences PHI Learning
Mangal S.K. (2014). Vyavharik Vigyone Main Anusandhan Vidhiya PHI Learning
Singh, A.K.(2006). Tests, Measurements and Research Methods in Behavioral Sciences. Bharti Bhawan Publishers, Patna.
Asthana H.S. (2016). Statistics for Social Sciences (with SPSS Applications) PHI Learning.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : I
Subject : Psychology
Course Name: Psychological Assessment
Course Code : 104

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

Psychological assessment is done to help a psychologist better understand an individual and provide valuable insights into the individual's behavior, skills, thoughts and personality.

Unit I: Nature of psychological test: Nature and definition, characteristics, setting and purpose of tests. Characteristics of examinee, effects of examiner. Reliability and Validity: concepts and types.

Unit II: Types of Tests: Test for Intelligence and Cognition: individual and group test. Verbal and non-verbal tests.

Unit III: Personality Assessment: History and development, Evaluation of frequently used personality inventories / questionnaires. Projective tests: Inkblot test (Rorschach), TAT, Draw a person test, Sentence completion test.

Unit IV: Tests for special population: Tests for infants, motor and speech handicaps, learning disabilities, mental sub normality and learning handicapped.

Unit V: Personal Orientation Test and Rating scales: Type a behavior, locus of control. Attitude scales. Ethical Issues and Social Consideration in testing.

Specific Outcomes

It will enable the students to critically assess information related to the study of behavior and mental processes, and use the critical assessment in forming conclusions and arguments.

Recommended Readings:

- Anastasi, A. (2005). Psychological Testing. New York: McMillan.
Freeman, F.S. (1978). Theory and practice of psychological testing. Oxford.
Shalini Bharat (1996). Family measurement in India. Sage: new Delhi.
Kagan, J. & Lamb, S. (1987). The emergency of morality in young children. Chicago University Press.
Saraswathi, T.S. (1999). Culture, Socialization and human Development: theory research and applications in India. New Delhi: Sage.
Sinha, D. (1981). Socialization of the Indian child. ND: Concept.
Thompson, R.A. (Ed.) (1990). Socio-emotional development: Nebraska symposium on motivation, 1988. Lincoln: Uni. Of Nebraska Press.
Valsiner, J. (1999). Culture and human development. New development. New Delhi: Sage

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : II
Subject : Psychology
Course Name: Cognitive Processes-II
Course Code : 201

Max Marks : 60
Min. Marks: 21
Credit: 04

Course Objectives

Cognitive psychology is the study of higher mental processes such as attention, language use, memory, perception, problem solving, and thinking. The core focus of modern cognitive psychology is on studying how people acquire, process, and store information within the complex computing system known as the human brain.

Unit I: Introduction to language and language comprehension: The nature of language. Speech perception. Basic reading processes.

Unit II: Language production and Bilingualism: Speaking, Writing, Bilingualism.

Unit III: Problem solving and Creativity: Understanding the problem. Problem-solving approaches. Factors influencing problem solving. Creativity: Definitions, approaches to creativity.

Unit IV: Deductive Reasoning: An overview of Conditional Reasoning, Difficulties with negative information and abstract reasoning problems, The belief-bias effect, Making an Illicit conversion, The confirmation Bias.

Unit V: Decision Making: The Representativeness Heuristic, The availability heuristic, The Anchoring and adjustment heuristic, The framing effect.

Specific Outcomes

It provides knowledge of how human cognition works from attention, sensation, perception, action, language processes, problem solving and thinking to learning and memory. The student has knowledge of the key methods used in modern cognitive psychology research.

Recommended Readings:

Matlin, M. W. (2002). Cognition. New York: Harcourt College Publishers.
Best, J.B. (1998). Cognitive Psychology. New York: ITP
Solso, R. (2001). Cognitive Psychology. New Delhi: Pearson.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : II
Subject : Psychology
Course Name : Theories of Personality
Course Code : 202

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

To develop the skills necessary to be able to draw on these theories to describe and explain an individual's personality or behavior.

Unit I: Introduction to Personality: Meaning and definition of personality, Components of personality theories, Criteria for evaluating personality theory and basic assumptions concerning human nature.

Unit II. Psychoanalytical Theories- Classical Psychoanalytic Theories; Freud, Adler and Jung. Post Freudians/ Neo Psychoanalytical Theories: Erikson, Horney and Sullivan.

Unit III: Dispositional Theories - Trait approach: Allport and Cattell. Type Approach: Eysenck.

Unit IV: Behavioral and Cognitive Theories : Behavioristic Approach : Skinner Social Learning Approach: Bandura and Rotter Cognitive Theory: Kelley

Unit V: Humanistic & Phenomenological Theories : Humanistic Approach: Maslow Phenomenological Approach: Roger. New Directions in the Discipline.

Specific Outcomes

Students will be able to articulate the major concepts and principles of each personality theory discussed in the class and in the text.

Recommended Readings:

Burger J M. (2000). Personality 5th edition, Wadsworth, Thomson Learning

Friedman H.S and Schustack M.W. Personality- Classical theories and Modern Research 3rd edition, Pearson Education.

Hall C.S, Lindzey G. and Campbell J.B (2002), Theories of Personality, 4th edition. John Wiley and sons Inc.
Hjelle L.A and Ziegler D J, Personality theories- Basic Assumptions, Research and Applications 2nd edition, McGraw Hills Inc.

Pervin L.A and John O.P : Handbook of Personality: Theory and Research, 2nd edition, Guildford Publications Inc.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : II
Subject : Psychology
Course Name: Research Methods-II
Course Code : 203

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

Research methods is undertaken both for discovery of new facts and verification of old facts. The ability to design and plan research questions and apply statistical tests would be imparted.

Unit I: Introduction to Experimental design: Its concept, Designs as control of Variance. Major types of Experimental Designs. Basic terminology of statistical analysis in designs. .Type I and Type II errors.

Unit II: Conceptual frame work of Analysis of variance. Assumptions of ANOVA. Calculating of One way and Two way ANOVA.

Unit III: Between group design: Concept and types. Within group design: Concept and types. Latin Square design.

Unit IV: Factorial Design: Concept and types. .Quasi-experimental design: Concept and types.

Unit V: Introduction to qualitative research. Ethical guidelines in behavioral research. Application of computer in psychological research, Writing research proposal and report in APA style.

Specific Outcomes

Students will be able to conduct their own research in future. It will help to apply descriptive and inferential statistics including hypothesis testing for both experimental and non experimental techniques applicable to psychology.

Recommended Readings:

Henkle, D.E., Weissna, W., & Juss, S.G. (1979). Applied statistics for the behavioural sciences. New York: Rand McNally.

Cook, T.D., & Campbell, D.T. (1979). Quasi experimentation.

Panneerselvam R. – Research Methodology (2016) PHI Learning

Blalock, H.N. (1979). Social statistics. New York: McGraw Hill.

Mangal S.K. – Research Methodology in Behavioural Sciences (2015) PHI Learning

Mangal S.K. – Vyavharik Vigyone Main Anusandhan Vidhiya (2014) PHI Learning

Jones, R.A. (1985). Research methods in the social and behavioural sciences. Sunderland, Mass: Sinauer Ass.

Asthana H.S. – Statistics for Social Sciences (with SPSS Applications) (2016) PHI Learning

Broota, K.D. (1992). Experimental design in behavioral research. New Delhi: Wiley Eastern.

Kerlinger, F.N. (1988). Foundation of behavioral research (2nd ed.): Delhi: Surjeet Publications.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : II
Subject : Psychology
Course Name: Guidance and Counseling
Course Code : 204

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

Guidance and counseling aim is to encourage students' academic, social, emotional and personal development. The knowledge of different approaches of guidance and counseling and to deal with the people who need help would be provided.

Unit I: Nature, definition, need and principles of guidance. Areas of guidance. Implementation of guidance services and evaluation of guidance services.

Unit II: Nature, definition and goals of counseling. Skills of the counselor. Stages of Counseling process.

Unit III: Theories and approaches to counseling: Psychoanalytic, Behavioral, Client -Centered and Cognitive Approaches

Unit IV: Individual and Group counseling. Intervention areas: Family counseling, Marital counseling, School/Educational counseling.

Unit V: Ethical issues in counseling. Counseling for special groups: People with disabilities, Substance abusers, Cancer, Older adults. Prevention and wellness

Specific Outcomes

Guidance and counseling will help students get to know themselves better and find effective solutions to their daily problems.

Recommended Readings:

R.L. Gibson and M.H. Mitchell (7th edition). Introduction to Counseling and Guidance, Pearson Education.
L.G.Baruth & C.H.Huber (1985). Counseling and Psychotherapy: Theoretical, Analysis and Skills applications Macmillian Publishing Company.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : III
Subject : Psychology
Course Name: Educational Psychology
Course Code : 301

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

Educational psychology as a discipline advances the principles of teaching and learning. It enables the students to know about the developmental stages and to acquaint with theories of learning.

Unit I: Educational psychology: Meaning, scope and methods. Role of psychology in education, objectives of teaching educational psychology, problems of Indian educational system.

Unit II: Characteristics of teacher. Professional growth of the teacher. Mental set of the teacher. Efficiency in studying: study guide, curriculum, Psychological projects. Co-curricular activities.

Unit III: Concept formation. Thinking. Problem solving. Creativity and discovery learning. Teaching of creativity and reasoning.

Unit IV: Motivation: Curiosity, exploration, expectancy, achievement motivation, punishment, motivation and tension reduction. Role of motivation in learning. Individual differences: nature. Intellectual development: Piaget's and Vygotsky's views and their applications in education.

Unit V: Learning environment: Maintaining effective learning environment. Classroom management: Techniques. Handling problem behavior. Disadvantaged pupil. Bilingual and culturally diverse students. Providing multi-cultural understanding.

Specific Outcomes

It will enable students how to learn and process information and look ways to improve performance.

Recommended Readings:

- Behler & Snowman (1988). Psychology applied to teaching (5th Ed.) Boston: Houghton Mifflin Co.
Dand Pani, A. (1988). A text book of advanced educational psychology. New Delhi Amol Publications.
DeCeco (1988). The psychology of learning and instruction. William Cowlard (2nd Ed.)
Dandekar (1995). Educational psychology. Mcmillan.
Ellis (1965). Educational psychology. Princeton, N.J. New York.
Pandey, J. (1988). Psychology in India: The state of art. Vol. @ New Delhi: Sage.
Woolflok, A. (2004). Educational Psychology. Singapore: Pearson Education.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : III
Subject : Psychology
Course Name: Clinical Psychology
Course Code : 302

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

Students will be given knowledge of the scientific body of information pertaining to personality and individual differences, social bases of behavior, cognitive-affective bases of behavior and developmental bases of behavior, psychopathology and psychotherapy.

Unit I: Definition, history and field of clinical psychology. Models of clinical psychology: Psychodynamic, behavioral phenomenological, interpersonal perspective. Implications of clinical models.

Unit II: Classification of diseases: DSM IV. Causes, symptoms, and treatment of anxiety disorders: generalized anxiety disorders, Panic disorder, phobia, obsessive compulsive disorder, post-traumatic stress disorder,.

Unit III: Causes, symptoms, and treatment of schizophrenia and its types. Mood disorders: Dysthymic disorder, major depressive disorder, bipolar I disorder, bipolar II disorder, cyclothymic disorder.

Unit IV: Clinical assessment: Nature and purpose. Clinical interview, case study, mental status examination. Collecting, processing and communicating assessment findings.

Unit V: Psychotherapies: Psychoanalytic, behavioral, phenomenological, cognitive therapy.

Specific Outcomes

Students will be equipped to serve with the profession of clinical psychology for developing the functional knowledge, skills, attitude and behaviours necessary to combined research, clinical experience and client factors to offer effective care.

Recommended Readings:

- Carson, R.C., & Butcher J.N. (1992). Abnormal psychology and modern life. Harper Collins.
Hecker, (2003). Introduction to clinical psychology. Delhi. Pearson
Korchin, S.J. (1986). Modern clinical psychology. Delhi CBS.
Nietzel, M.T. & Bernstein, D.A. (1987). Introduction to clinical psychology (4th Ed.). Eaglewood Cliffs, N.J.: Prentice Hall.
Sarason, J.G. & Sarason, B.R. (2005). Abnormal psychology. Prentice Hall of India Pvt. Ltd. New Delhi.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : III
Subject : Psychology
Course Name: Developmental Psychology
Course Code : 303

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

Developmental psychology will provide to explain how thinking, feeling, and behaviors change throughout life. This field examines change across three major dimensions: physical development, cognitive development, and social emotional development.

Unit I: Nature of human development. Theories of development: Psychoanalytic (Freud and Erikson), cognitive, behavioural, social-cognitive, ethological, ecological and sociocultural theories. Biological basis of development: Evolutionary perspective and genetic foundations. Heredity-environment interaction.

Unit II: Motor development: The dynamic system theory, reflexes, development of gross motor skills and fine motor skills. Cognitive development: Piaget's and Vygotsky's theories of cognitive development. Information processing approach to cognitive development. Attention. Memory. Thinking. Metacognition.

Unit III: Language development: Defining language, development of language, biological and environmental influences on language development. Moral development: Piaget's, Kohlberg's and Gilligan's theories of moral development. Role of parenting and school in moral development. Moral development across cultures.

Unit IV: Intelligence: Nature and development. Extremes of intelligence: Mental retardation and giftedness. Emotional development: Nature of emotion, regulation of emotions, emotional competence, development of emotions. Temperament.

Unit V: Gender roles: Biological, social and cognitive influences on gender. Gender stereotyping and gender role development. Sociocultural context of development: Role of family, parenting styles, peer relations in childhood and adolescence. Friendship.

Specific Outcomes

It will help in identifying the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development throughout the lifespan and to evaluate core concepts, strengths, and weaknesses of the major theories of lifespan development.

Recommended Readings:

Baron and Byrne (1998). Social Psychology. New Delhi: Prentice Hall.
Berk, L.E. (2003). Child Development (Sixth Edition). Delhi: Low Price Edition.
Bee H. (1998). Life Span Development (Second Edition). USA. Addison-Wesley Educational Publishers Inc.
Feldman, R.S. (1985). Social Psychology. Singapore: McGraw Hill.
Santrok, J.W. (2006). A topical approach to life-span development (3rd Ed.). New Delhi: Tata McGraw Hill.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : III
Subject : Psychology
Course Name: Health Psychology
Course Code : 304

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

The main objective is to prevent illness and investigate the effects of disease and provide critical analyses of health policies and to know about prevention of and intervention in health problems.

Unit I: Nature and scope of health psychology. What is health? Current perspectives on health and illness – Bio-psychosocial and life span perspectives. Relationship of health psychology with clinical psychology, behavioural medicine, medical sociology and medical anthropology. Physiological bases of behaviour and health.

Unit II: Models of health behaviour: Health belief model, self-regulatory model, theory of reasoned action, planned behavior model, the precaution adoption process model and trans-theoretical model. Individual differences and health: locus of control, self-efficacy, learned helplessness and optimism.

Unit III: Health promotion and disease prevention: Behavioural risk factors – smoking, drug abuse, alcohol use and sedentary life style. Development of health habits and reduction of unhealthy behaviour. Improving nutrition and weight control, diet and exercise.

Unit IV: Stress and coping: Mechanisms of stress disease relationship. Chronic illnesses – cardio-vascular disorders, AIDS/ HIV, diabetes, hypertension and cancer. Coping with and reducing stress.

Unit V: Wider social issues: Child health, illness and family. Health care and patient behaviour. Future issues and future focuses in health psychology.

Specific Outcomes

Students will be able to develop an understanding and appreciation of the complex interplay between one's physical well-being and a variety of biological, psychological, and social factors.

Recommended Readings:

Brannon, L. and Feist, J. (2000). Health psychology: An introduction of behaviour and health (Fourth Edition). Belmont. Wadsworth.

Baum, A., Gatehel, R.J. and Krantz, D.S. (1989). An Introduction to health psychology. New York. McGraw – Hill.

Pitts, M. and Phillips, K. (1998). The psychology of health: An introduction of health psychology (Second edition). London. Routledge.

Sarafino, E. (1998). Health Psychology: Bio psychosocial interactions (Third edition). New York: John Wiley & Sons.

Taylor, S.E. (2006). Health psychology (Sixth Edition). New Delhi: McGraw-Hill.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : IV
Subject : Psychology
Course Name: Environmental Psychology
Course Code : 401

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

Environmental psychology focuses on the relation between individuals and their physical environment. This includes (but is not limited to) the study of human behavior that interacts with the natural environment.

Unit I: Introduction: Nature and characteristics of Environmental Psychology. Historical overview of environmental psychology. Research methods in environmental psychology. Environmental perception, cognition and attitudes.

Unit II: Theoretical approach to Environmental Psychology: Arousal, Environmental load, Under stimulation approach, optimal stimulation, Behaviour constraint, Barker's ecological approach.

Unit III: Environmental Stress: Natural disaster and technological catastrophe, noise heat and air pollution. Crowding and urban stress.

Unit IV: Personal space, Territoriality, architecture design and behaviour.

Unit V: Changing behaviour to save the environment, Pro-environmental behaviour: Promoting pro-environmental behaviour. Environmental ethics and values.

Specific Outcomes

Emotional connection to the natural world is an important predictor of well-being and ecological behavior. It will help people to develop bonds with nature; environmental psychologists promote sustainable behavior and overall well-being.

Recommended Readings:

Fisher, J.D., Bell, P., Baum, A. (1984). Environmental Psychology (2nd Ed.). New York: Holt, Rinehart & Winston.

Holahan, C. J. (1982). Environmental Psychology. New York: Random House.

Mirilia, B. and Gianfranco, S. (1995). Environmental Psychology: A Psycho-Social Introduction. London: Sage Publications.

Nagar, D. (2006). Environmental Psychology. New Delhi: Concept Publishing Company.

Robert, B. (1997). Environment and behaviour: An Introduction. London: Sage Publications.

Stokols, D. (1977). Perspectives in Environment and behaviour: Theory, research and application. New York: Plenum Press.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : IV
Subject : Psychology
Course Name: Organizational Behavior
Course Code : 402

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

The course focuses on understanding the behavior of the employees working in the organization. It highlights the significance of challenges and opportunities of organizational behavior, perception, attribution, learning, organizational change, motivation and stress management. Group dynamics and skills required for working in groups will be explained.

Unit I: Challenges facing management, Historical background of OB: Hawthorne studies. Theoretical frame works: Cognitive, behaviouristic and social learning frame work. Emerging Organizations: Role of information technology. Total quality management. Learning organizations – its meaning and types.

Unit II: Diversity: nature and characteristics of diversity. Managing diversity. Ethics in organizations. Organizational Culture: Nature, creating and maintaining culture.

Unit III: Motivation: Meaning, types of motives. Theories of motivation: Maslow's hierarchy of needs, Herzberg's theory, and Porter-Lawler theory. Techniques for enhancing motivation, Communication: Nature, process and its types. Barriers in communication.

Unit IV: Group Dynamics: Nature and types of groups. Teams in modern organization. Leadership: Classical studies on leadership, trait theories, Group and exchange theory, contingency theory of leadership, path-goal theory.

Unit V: Organizational Stress: Causes and its consequences. Organisational Change: Nature and types of change. Forces of change. Managing change. Organizational Development: Nature, and techniques of O.D. Interventions.

Specific Outcomes

It will help to analyze and compare different models used to explain individual behavior and to identify the processes used in developing communication and resolving stress.

Recommended Readings:

Luthans, F. (1995). Organizational Behaviour. Newyork: Mcgraw Hill.

Robbins, S. P.(1996). Organizational Behaviour. New Delhi : prentice Hall of India.

Chandan, J. S. (1998) Organizational Behaviour. New Delhi : Vikas Publishing House Pvt. Ltd.

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : IV
Subject : Psychology
Course Name: Psychology of Adjustment
Course Code : 403

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

The aim is to familiarized with terms such as adjustment, stress and coping. identify source of stress in life. show how stress affects body, emotion, cognition and to focus on how people cope with stress.

Unit I: Perspectives: Frameworks for Understanding adjustment. Behavioral science and adjustment. Adjustment and change. The role of student: Critical and Generative thinking, goal setting

Unit II: Psychological Perspectives: Psychoanalytic, Behavioral, Humanistic, Biopsychosocial

Unit III: Developmental Perspective on adjustment: Infancy, Preschool and Middle school years, Adolescence, Adulthood and Old age

Unit IV: Stress and Coping: Stress, Stressors and Coping methods. Adjustment to marriage, family ,work and retirement

Unit V: Adjustment and the environment: Psychology and the Biosphere. Critical Environmental Challenges. Adjustment in the global sense

Specific Outcomes

The students will get insight into the events and psychological changes that occur and a personal acceptance of these changes; an appropriate adjustment of the perception of self; a modification of beliefs and personal goals; and the acquisition of appropriate strategies to adjust.

Recommended Readings:

Cohen R.J. (1994). Psychology & Adjustment, Allyn and Bacon Publication

Martin G.L. & Osborne J.G. Psychology, Adjustment and Everyday Living, second edition

M.A. Psychology Syllabus

A.P.S. University, Rewa (M.P.)

Class : M.A
Semester : IV
Subject : Psychology
Course Name: Human Resource Management
Course Code : 404

Max Marks : 60
Min. Marks : 21
Credit : 04

Course Objectives

The main objective is to develop effective coordination and communication within the organization and to find the right staff and developing their skills base and have the knowledge of job analysis and training and development.

Unit I: The strategic role of HRM: Definition, its importance. The changing environment of HRM. Strategic planning and HRM.

Unit I: Job analysis: Nature and methods of collection of job analysis information, job analysis techniques, writing job descriptions and job specifications. The recruitment and selection process. Employee planning and forecasting. Recruiting job candidates.

Unit II: Training & Development: Orienting employees, Training process, Training techniques. Nature and purpose of management development: Managerial on the job training, Off the job Management development techniques.

Unit III: Performance Appraisal: Meaning, importance and methods of appraisal. Managing careers: Factors influencing career management, managing promotions and transfers.

Unit IV: Labor relations and collective bargaining. Employee safety and health – causes and prevention of accidents. International human resource management.

Specific Outcomes

It will contribute to the development, implementation, and evaluation of employee recruitment, selection, and retention plans and processes and administer and contribute to the design and evaluation of the performance management program.

Recommended Readings:

Beardwell I. and Holden L. (1994). Human Resource Management: A Contemporary Perspective. Mac Millan India Ltd.

Dessler, G. (2003). Human Resource and Management. 9th Edition 2003. Singapore: Pearson Education.

Singh N.K.(1999): Human Resource Management. Excel Books, New Delhi.

Werther W.B and Davis K. (1993): Human Resource and Personnale Management 4th edition. McGraw Hills Inc.