

# DEPARTMENT OF PSYCHOLOGY



## COURSE STRUCTURE for M.A. (PSYCHOLOGY) Four Semesters (Two Years) Programme

Based on  
Choice Based Credit System (CBCS)  
(As per ordinance-14)

I & II Semester 2020-21

III & IV Semester 2021-22

## Semester Course of M.A. PSYCHOLOGY Based on CBCS

### Vision of the University:

To be the premier institution that offers teaching and learning programmes of the best quality, graduate students who excel and become leaders in the chosen profession contributing to the community, the nation and the world, and prepares individuals of the highest moral fibre. The vision of university is:

To create an ideal society and an intellectual environment that initiates, nourishes and perpetuates values of co-existence and to fulfil and achieve excellence.

The university, under the dynamic leadership of our honourable Vice-chancellor is working on quite a few ambitious plans. The idea is to develop the university as a knowledge city.

### Department of Psychology:

The department has organised Invited Talks, Workshops and Seminars to improve the knowledge of students regarding the latest developments in the field of Psychology..

### Faculty:

- |                           |                        |
|---------------------------|------------------------|
| 1. Prof. Shreekant Mishra | Head of the Department |
| 2. Dr. Richa Chaturvedi   | Full Time Faculty      |
| 3. Dr. Kalpna Pandey      | Full Time Faculty      |

Programme: M.A. Psychology

Duration: 4 Semesters (Two Year)

Eligibility: Graduation with 55% marks obtained

Age Limit: No age limit.

### Admission Procedure:

The admission will be done as per merit of qualifying examinations.

### PROGRAMME OUTCOMES (POs)

PO#	PROGRAMMEOUTCOMES
PO1	Critical Thinking: Inculcate critical thinking to carry out scientific investigation objectively. Formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development. Critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

PO2	Scientific Communication Skills: Imbibe effective scientific and / or technical communication in both oral and writing. Ability to show the importance of the subject as precursor to various scientific developments since the beginning of the civilization.
PO3	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4	Enlightened Citizenship: Create awareness to become an enlightened citizen with commitment to deliver one's responsibilities within the scope of bestowed rights and privileges.
PO5	Ethics: Continue to acquire relevant knowledge and skills appropriate to professional activities and demonstrate highest standards of ethical issues in the subject concerned. Ability to identify unethical behaviour such as fabrication, falsification or misrepresentation of data and adoptive objective, unbiased and truthful actions in all aspects.
PO6	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
PO7	Lifelong Learning: Ability to think, acquire knowledge and skills through logical reasoning and to inculcate the habit of self-learning throughout life, through self- paced and self- directed learning aimed at personal development, and adapting to changing academic demands of work place through knowledge/ skill development/ reskilling.

### EXAMINATION SCHEME

S.No	Paper Name		Theory/ External Assessment		Internal Assessment		Total Max. Marks	Cre dit
			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

Programme Administration Evaluation:

1. Each course will be assessed for 100 marks, out of which 60 marks will be for end-semester examination and 40 marks will be for Continuous Evaluation. The duration of end-semester examination for each course shall be of three hours.
2. The question paper of end-semester examination of each course will consist of two sections A & B. Section A will consist of short answer type questions each carrying 4 marks and section B of long answer type questions each carrying 8 marks. In each section there will be five questions, one from each unit with internal choice. All questions will be compulsory.
3. During the semester, a teacher offering the course will do the continuous evaluation of the student at three points of time by conducting three tests of 20 marks each. Of these, two must be written tests and third may be written test/Quiz/Seminar/Assignment. Marks obtained in two best tests out of three will be awarded to the student.
4. Total of Marks obtained in end-semester examination and best two tests under continuous evaluation will decide the grade in the course.

#### PROGRAMME SPECIFIC OUTCOMES (PSOs) (M.A.Psychology)

PSO #	PROGRAMME SPECIFIC OUTCOME
PSO 1	To gain a functional knowledge of theoretical concepts and experimental Aspects of Psychology and their applications in the day-to-day life.
PSO 2	To integrate the gained knowledge with various contemporary and evolving areas in Psychology like Cognitive Processes, Guidance and Counseling, Theories of Personality and Research Methods etc.
PSO 3	To understand, analyze, plan and implement qualitative as well as quantitative, analytical and therapeutic –based problems related to Health and Clinical Psychology.
PSO 4	Develop insight to excel; Adjust in academics, research or Industry skill enhancement and real word situation based courses like Environment Psychology, Organizational Behavior, HRM and Psychology of Adjustment.

# COURSE STRUCTURE

Under CBCS



M.A. PSYCHOLOGY

SEMESTER-I to IV

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. TopDown 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, Meta comprehension.

## Course Outcome (COs)

CO1	Compare and contrast the major theories of memory and attention.
CO2	Analyze major concepts and theories about concept formation, problem solving, thinking and intelligence.
CO3	Classify recent developments in pattern recognition and perceptual processing.
CO4	Describe cultural differences in thinking, language, and problem solving.
CO5	Articulate the neurobiological basis of cognition.

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.

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 Intorduction 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 Disordrs: Hypochondriasis, Pain disordrs, body dysmorphic disorder, conversion & dissociative disorder.

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

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

<b>Course Outcome</b>	
CO1	Evaluate observational, clinical, and epidemiologic research approaches in psychopathology research.
CO2	Analyze current research on the biological bases of psychopathology.
CO3	Critically evaluate the role of neurobiology, cultural, and social context in the evaluation of mental disorders.
CO4	Identify goals, develop strategies and determine further actions for personal growth.
CO5	Compare and contrast the pros and cons of DSM as a means of classifying and diagnosing psychopathology.

**Books Recmmended:**

1. Adams H.E. and Sutkar F.G. (E.D.) (1984) Comprehensive Handbook of psychopathology. New York; Plenum Press.
2. Buss A.H. (1986) Psyvhopathology, 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

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.

**COURSE OUTCOME (CO)**

CO1	Analyze & comprehend research and its application.
CO2	Design and develop the strategy, to conduct research.
CO3	Comprehend the inter relation between parameters under study.
CO4	Develop insight into procedural scientific steps of conducting a research.
CO5	Able to have skills of various methods and techniques for scientific conduct of research in psychology.

**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 (2<sup>nd</sup> ed.): Delhi: Surjeet Publications.

# M.A. Psychology Syllabus

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

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.

Class : M.A  
Semester : I  
Subject : Psychology

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

# M.A. Psychology Syllabus

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

Course Name: Psychological Assessment

Course Code : 104

### 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 nonverbal 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.

### COURSE OUTCOME (CO)

CO1	Analyze and apply their understanding of psychological testing.
CO2	Interpret and assess the role of psychological testing.
CO3	Effectively synthesize and apply the variations in scales and tests.
CO4	Recognize the various steps in construction of a psychological test.
CO5	Organize the various steps in construction of a psychological test

### 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.

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

- 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

<b>105</b>	<b>PRACTICAL/SEMINAR/ASSIGNMENT</b>	<b>MA Psy.105</b>
<b>Course Outcome</b>		
CO1	Ability to administer, analyse and interpret results from various psychological tools.	
CO2	Expanded knowledge of various assessment procedures.	
CO3	Learning regarding conduction of experiments.	
CO4	Enable students to understand and concise information to presented Before the audience and discuss the issues raised in the class.	
CO5	The learning process brings out and focuses attention on many latent Attributes that do not surface in the normal class rooms situation.	
<b>106</b>	<b>COMPREHENSIVE VIVA-VOCE</b>	<b>MA 106</b>

SEMESTER II

Max Marks : 60

# M.A. Psychology Syllabus

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

Semester : II  
Subject : Psychology  
Course Name: Cognitive Processes-II  
Course Code : 201

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.

	<b>Course Outcome</b>
CO1	Getting theoretically and practically focused on concepts of attention, perception, memory, learning, thinking, concept formation, language formation.
CO2	Analyze each situation rationally and take decisions better and faster than others.
CO3	Comprehend the role of mental processing in day to day life for solving problems.
CO4	Identify the building blocks that enable students to identify their strengths and weaknesses so that they can further help others in doing so.
CO5	Cultivate cognitive skills to understand the mind and behavior.

### 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.

Max Marks : 60

# M.A. Psychology Syllabus

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

Semester : II  
 Subject : Psychology  
 Course Name : Theories of Personality  
 Course Code : 202

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.

	<b>Course Outcome</b>
CO1	Illustrate various theories of personality.
CO2	Develop capability to apply knowledge of personality theories for self and societal growth.
CO3	It enables students to become familiar with the major theories and traditions related to the study of personality and personal growth.
CO4	Enables the student to articulate the underlined themes, methodology, and assumption of each theory to enhance understanding of personality and behavior.
CO5	Develop the skills necessary to be able to draw on these theories to describe and explain an individual's personality or behavior.

### Recommended Readings:

Burger J M. (2000). Personality 5<sup>th</sup> edition, Wadsworth, Thomson Learning  
 Friedman H.S and Schustack M.W. Personality- Classical theories and Modern Research 3<sup>rd</sup> edition, Pearson Education.  
 Hall C.S, Lindzey G. and Campbell J.B (2002), Theories of Personality, 4<sup>th</sup> edition. John Wiley and sons Inc. Hjelle L.A and Ziegler D J, Personality theories- Basic Assumptions, Research and Applications 2<sup>nd</sup> edition, McGraw Hills Inc.  
 Pervin L.A and John O.P : Handbook of Personality: Theory and Research, 2<sup>nd</sup> edition, Guildford Publications Inc.

Semester : II  
 Subject : Psychology  
 Course Name: Research Methods-II  
 Course Code : 203

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

# M.A. Psychology Syllabus

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

### 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.

	<b>Course Outcome</b>
CO1	Analyze & comprehend research and its application.
CO2	Design and develop the strategy, to conduct research.
CO3	Comprehend the inter relation between parameters under study.
CO4	Develop insight into procedural scientific steps of conducting a research.
CO5	Able to have skills of various methods and techniques for scientific conduct of research in psychology.

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 (2<sup>nd</sup> ed.): Delhi: Surjeet Publication



# M.A. Psychology Syllabus

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

Semester : II  
 Subject : Psychology  
 Course Name: Guidance and Counseling  
 Course Code : 204

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

	<b>Course Outcome</b>
CO1	Apply and develop conceptual difference between guidance counseling & psychotherapy.
CO2	Develop technique and implication of applied counseling skills in areas of practice.
CO3	Evaluate counseling theories & their application to the outside world.
CO4	Evaluate various psychotherapies and schools in counseling techniques.
CO5	Develop skills of eclectic therapeutic plans.

### Recommended Readings:

R.L. Gibson and M.H. Mitchell (7<sup>th</sup> 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.

<b>205</b>	<b>PRACTICLE/SEMINAR/INTERNSHIP</b>	<b>MA Psy. 205</b>
	<b>Course Outcome</b>	
CO1	Ability to administer, analyse and interpret results from various psychological tools.	

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

CO2	Expanded knowledge of various assessment procedures.	
CO3	Learning regarding conduction of experiments.	
CO4	Enable students to understand and concise information to pres Before the audience and discuss the issues raised in the class.	
CO5	The learning process brings out and focuses attention on many latent Attributes that do not surface in the normal class rooms situation.	
<b>206</b>	<b>COMPREHENSIVE VIVA-VOCE</b>	<b>MA Psy. 206</b>

# 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.

	<b>Course Outcome</b>
CO1	To familiarize students with the aims of education and their psychological significance.
CO2	To help understanding the relationship between self, school and the society.
CO3	To give an overview of the ways in which children think and learn.
CO4	To understand the relationship between learning, motivation and creativity.
CO5	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 (5<sup>th</sup> 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 (2<sup>nd</sup> 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.

Class : M.A  
 Semester : III

Max Marks : 60  
 Min. Marks : 21

# M.A. Psychology Syllabus

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

Subject : Psychology  
Course Name: Clinical Psychology  
Course Code : 302

Credit : 04

### Course Objectives

Students will the 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, posttraumatic 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.

	<b>Course Outcome</b>
CO1	Express the nature and scope of clinical psychology and its linkages to other fields of healthcare and management.
CO2	Analyze the current state of clinical psychology in india vis-à-vis the west.
CO3	Develop insight various categories of psychological disorders with an emphasis on diagnosis and prognosis
CO4	Illustrate and analyze the ethical issues in clinical practice.
CO5	Identify and inculcate the skills to become a professional in the field of clinical psychology.

### . 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 (4<sup>th</sup> Ed.). Eaglewood Cliffs, N.J.: Prentic Hall.

Sarason, J.G. & Sarason, B.R. (2005). Abnormal psychology. Prentice Hall of India Pvt. Ltd. New Delhi.

Class : M.A  
Semester : III

Max Marks : 60  
Min. Marks : 21

# M.A. Psychology Syllabus

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

Subject : Psychology  
Course Name: Developmental Psychology  
Course Code : 303

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. Heredityenvironment 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.

	<b>Course Outcome</b>
CO1	Appraise the students to the shades of development as a process.
CO2	Explain and analyze the theoretical viewpoint in relation to developmental psychology.

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

CO3	Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders.
CO4	Developing knowledge and skills in different aspects of learning and motivation as implied in educational settings.

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 (3<sup>rd</sup> Ed.)*. New Delhi: Tata McGraw Hill.

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.

<b>Course Outcome</b>	
CO1	Analyzing historical perspective on health and illness.
CO2	Introduction on how theoretical and empirical findings are applied to improve the lives and development of individuals and groups with the help of health psychology.
CO3	Analyze and critically evaluating fundamental issues.
CO4	Understanding concept of adjustment, mental health, and mental hygiene.
CO5	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.

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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.

<b>305</b>	<b>PRACTICLE/SEMINAR/INTERNSHIP</b>
	<b>Course Outcome</b>
CO1	Ability to administer, analyse and interpret results from various psychological tools.
CO2	Expanded knowledge of various assessment procedures.
CO3	Learning regarding conduction of experiments.
CO4	Enable students to understand and concise information to presented Before the audience and discuss the issues raised in the class.
CO5	The learning process brings out and focuses attention on many latent Attributes that do not surface in the normal class rooms situation.
<b>306</b>	<b>COMPREHENSIVE VIVA-VOCE</b>



Semester : IV  
Subject : Psychology  
Course Name: Environmental Psychology  
Course Code : 401

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 proenvironmental behaviour. Environmental ethics and values.

### COURSE OUTCOME (CO)

CO1	Apply an awareness, knowledge, and appreciation of the intrinsic values of environmental study and its conservation and demonstrate an integrative approach to environmental issues with a focus on its sustainability.
CO2	Develop an ability to integrate the many disciplines and fields the intersect with environmental concerns.
CO3	Implements the various theoretical concepts learnt.
CO4	Build the critical thinking skills in relation to environmental conservation
CO5	Explore the environment's effects on human wellbeing and behavior.

### Recommended Readings:

Fisher, J.D., Bell, P., Baum, A. (1984). Environmental Psychology (2<sup>nd</sup> 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.

Semester : IV  
Subject : Psychology  
Course Name: Organizational Behavior  
Course Code : 402

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.

	<b>Course Outcome</b>
CO1	Describe concepts of psychology in the process of manpower training.
CO2	Design training & development process of an organizations.
CO3	Apply various methods in organizational setting
CO4	Know applications of industrial psychology in various organizational settings.
CO5	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.

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

	<b>Course Outcome</b>
CO1	Develop an appreciation of the differences and similarities in behavior and experience as it relates to culture and the relationship to the underpinnings of psychology as a science.
CO2	Develop an appreciation for the role descriptive and inferential statistics play in psychological research as they relate to behavior and mental processes.
CO3	Develop a critical thinking about claims people make and the issues in the discipline, particularly in the context of psychological principals as they apply to personal, social, and organizational issues.
CO4	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.
CO5	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.

**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

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

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

	<b>Course Outcome</b>
CO1	Effectively manage and plan key human resource functions within organizations.
CO2	Examine current issues, trends, practices, and processes in HRM.
CO3	Contribute to employee performance management and organizational effectiveness
CO4	Problem solving human resource challenges
CO5	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. 9<sup>th</sup> 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 4<sup>th</sup> edition. McGraw Hills Inc.

<b>405</b>	<b>PRACTICLE/PROJECT/INTERNSHIP</b>
	<b>Course Outcome</b>
CO1	Provide students with opportunities to apply the concepts learnt in the class- rooms to real life situations.

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CO2	Enable students to understand research and its importance in experimental learning through case study.
CO3	Expanded knowledge of various assessment procedures.
CO4	Ability to administer, analyze, and interpret results from various psychological tools.
<b>406</b>	<b>COMPREHENSIVE VIVA-VOCE</b>

