



PSYCHOLOGY
(Master of Arts)
Faculty of Social Sciences

Proposed Curriculum (Revised)
Post Graduate Programme(Distance)
(Semester-I)
&
Course Structure for AY 2023-2024

DEPARTMENT OF PSYCHOLOGY
Prof.G.Ram Reddy Centre for Distance Education
OSMANIA UNIVERSITY, TS, INDIA

February 2023

MA PSYCHOLOGY
(AY 2023-2024)
(Faculty of Social Sciences)
Prof.G.Ram Reddy Centre for Distance Education
Osmania University
Hyderabad-07

SEMESTER – I

	Theory/ Practicum	Paper code	Paper Title	Credits	Max Marks	
					Internal Assessment	Semester Exams
SEMESTER-I	Theory (Core)	101	Cognitive Psychology	05	30	70
	Theory (Core)	102	Personality Theories and Assessment	05	30	70
	Theory (Core)	103	Psychopathology	05	30	70
	Theory (Core)	104	Life Span Development	05	30	70
				20	Total Marks=400	

Important Note: As students are admitted into the PG Programme in Psychology with an eligibility being any Graduate from any field from this academic year 2022-2023, it is imperative that students should be oriented to basic concepts of Psychology before starting the theory papers in Semester-I. The syllabus with 5 lessons for orientation is given at the beginning of the Paper-I (Core). Teachers will be given teaching hours (approximately 8 hours) as required during scheduling Paper-I (Cognitive Psychology). Part-I of this paper deals with Introduction to General Psychology; Part-II of the paper deals with five modules of the Cognitive Psychology.

M.A. PSYCHOLOGY (AY 2023-2024)
PGRRCDE
SEMESTER – I
Paper – I (CORE)
Title of the Paper: COGNITIVE PSYCHOLOGY
(Paper Code- 101; Credits-5)

Course Objectives:

During this course student will be able to:

- Understand the basic concepts of Psychology as they will be introduced and oriented on them
- Review the all concepts of cognitive psychology and gain a greater perspective on the encoding, storage and retrieval processes
- Understand individual and situational differences from research evidences and learn various applications in this field

Student Learning Outcomes:

- Gain knowledge on theories/models and evolve relationships among the basic and applied concepts
- Learn applied concepts of cognitive psychology and understand scope for research implications

INTRODUCTION TO GENERAL PSYCHOLOGY (PART-I)

(Five lessons are included for the Orientation to Psychology as part of Paper-I: Cognitive Psychology)

- **Introduction to Psychology:** Historical Foundations of Psychology; Nature, Goals and Fields of Psychology (Pure and Applied); Schools of Psychology: Structuralism, Functionalism, Psychoanalysis, Behaviorism and Gestalt; Contemporary Approaches to Psychology: Cognitive Approach, Humanistic Approach and Existential Approach; Methods of Psychology-Experimental method, observation method, case study method and survey method.
- **Introduction to Basic Cognitive Processes -** Sensation, Attention, Perception and Memory: Sensory processes – vision, audition, chemical senses, sense of equilibrium and kinesthetic sense; Psychophysics; Perceptual processes: Attention and perception; Nature of Attention; Factors influencing attention; Types of attention; Principles of perceptual organization; Depth Perception; Perception of space and Movement; Perceptual constancies and Illusions; Memory: Three processes of memory; Models of Memory
- **Motivation:** Types of motives: Physiological and Psycho-social motives; Unconscious motivation; Maslow's theory of motivation.
Emotion: Development of emotions; Physiological basis of emotions; Theories of emotions-James-Lange, Cannon-Bard and Schachter-Singer.

- **Learning:** Concept of Learning Curve; Theories of learning: Classical conditioning and operant conditioning; Cognitive learning (Sign learning, Learning by Insight) and Observation Learning; Motivation and learning; Efficient Methods of Learning; Transfer of training.
- **Intelligence and Aptitude:** Nature of Intelligence; Measurement of intelligence; Distribution of Intelligence; genetic basis of Intelligence; Theories of Intelligence: Spearman, Thurstone, Thorndike, Sternberg, Guilford and Gardner; Measurement of Intelligence.

COGNITIVE PSYCHOLOGY (PART-II)

MODULE – I: BASIC CONCEPTS OF COGNITIVE PSYCHOLOGY (ENCODING PROCESSES)

- **Introduction to Cognitive Psychology:** Brief History of Cognitive Psychology; Influences on the study of Cognition; Research Methods; Paradigms
- **Encoding and Storage at Sensory stage:** Iconic and Echoic storages and their functions; Working Memory & Executive Functioning
- **Attention:** Selective Attention- Bottle neck theories, Spotlight Approaches, Schema Theory, Inattentional Blindness; Automaticity and effects of Practice; Divided Attention – Dual Task performance, Attention Hypothesis of Automatization
- **Approaches to Perception:** Gestalt Approach; Canonic perspectives; Bottom-up and Top-Down processes; Direct Perception; Disruptions in Perception

MODULE – II: STORAGE CAPACITIES AND RETRIEVAL PROCESSES

- **Aspects of Long-term Memory:** Capacity, Coding, Retention duration and forgetting, Retrieval of information
- **Subdivisions of Long-term Memory:** Semantic versus episodic memory, Implicit versus explicit memory, Declarative versus procedural memory
- **Levels of processing view:** LOP Versus Information Processing; Self-Reference Effect
- **Reconstructive nature of Memory:** Autobiographical, Flashbulb & Eye witness memories (and Eyewitness testimony-application), Recovered/false memory
- **Amnesia:** Anterograde Amnesia and Retrograde Amnesia

MODULE- III: REPRESENTATION AND MANIPULATION OF KNOWLEDGE IN MEMORY

- **Semantic Organization of Knowledge:**
 - Set-Theoretical Model
 - Semantic Feature comparison Model
 - Semantic network models
 - Spreading activation model
 - Propositional Networks ; Human Associative Memory (HAM)
- **Forming concepts and Categorizing new instances:** Classical View, Prototype View, Exemplar View, Schemata/Scripts View, Knowledge Based View

MODULE- IV:PROBLEM SOLVING, CREATIVITY, REASONING AND DECISION MAKING

- **Problem Solving and Reasoning:** Nature of problem solving- Structure of the problem, problem space theory, strategies and heuristics, role of working memory; Expertise-Knowledge and problem solving; Types of reasoning
- **Reasoning and Decision Making:** Cognitive Illusions in Decision Making; Utility Models of Decision Making- Expected and Multi-attribute utility theories

MODULE-V:LANGUAGE, INDIVIDUAL DIFFERENCES IN COGNITION AND OTHER APPLICATIONS

- **Nature of Language-** Levels of language representation; Psycholinguistics; Language, Thought and Bilingualism
- **Language and Cognition:** The Modularity Hypothesis, The Whorfian Hypothesis, Neuropsychological Views and Evidence
- **Individual Differences in Cognition-** Ability differences, Cognitive styles, Learning styles, Expert/novice differences, effects of aging
- **Other Applications-** Cognitive Ergonomics & Human-Computer Interaction; Cognitive Psychology and Education; Attentional Control Theory-Sport (ACT-S); Artificial Intelligence- Computer Simulations

RECOMMENDED BOOKS

1. Galotti, K.M. (2014). *Cognitive Psychology in and out of the Laboratory*, 5th Ed, Sage Publications India Pvt Ltd.
2. Groome, D & W.Eysenck, M. (2016). *An Introduction to Applied Cognitive Psychology*. 2nd Ed. Routledge Taylor & Francis Group, London.
3. Smith, E.E. & Kosslyn, S. M. (2015). *Cognitive Psychology-Mind and Brain*, Pearson India Education Services Pvt. Ltd.
4. Solso, L.R., Maclin, H.Otto, & Maclin, M. Kimberly. (2014). *Cognitive Psychology*. (8th Edition), Pearson Education.
5. Sternberg, R.J. (2012). *Cognitive Psychology*. 6th Ed, Wadsworth, Cengage Learning.

SUGGESTED READINGS:

6. Kellogg, R.T. (1997). *Cognitive Psychology*. Sage Publications. New Delhi.
7. Reigler, Briget Robinson & Reigler, Greg L. Robinson. (2008). *Cognitive Psychology-Applying the Science of Mind*, 2nd Ed, Pearson Education.

M.A. PSYCHOLOGY (AY 2023-2024)
PGRRCDE
SEMESTER – I
Paper – II (CORE)
Title of the Paper: PERSONALITY THEORIES AND ASSESSMENT
(Paper Code:102; Credits-5)

Course Objectives:

This course introduces the students to prominent theories of personality. Students will review various theoretical models, the historical context in which they were developed and relate its application to clinical/counselling/research settings.

Learning Outcomes

By the end of this course, students will be able to

- Understand the concept of personality and its defining characteristics.
- Identify the determinants of personality.
- Evaluate and analyse the concerns and positions of different personality theorists.
- Know the importance and uses of personality assessment; and
- Describe various methods of personality assessment.

MODULE -1:INTRODUCTION TO PERSONALITY

- Nature and Characteristics of Personality; Factors Influencing the development of Personality - Biological, Social, Cultural, Psychological factors, Significant and Traumatic experiences
- Idiographic and Nomothetic approaches; Eastern Approaches to personality: Hinduism and Buddhism
- ***Freud's Psychoanalytic approach to Personality*** – Concepts and Principles; Personality Development; Assessment Techniques.

MODULE -2:NEO FREUDIAN APPROACHES TO PERSONALITY

- ***Neo Freudian approaches - Concepts and Principles; Personality Development; Assessment Techniques of:***
 - Carl Jung's analytical psychology
 - Alfred Adler's Individual psychology
 - Erik Erikson's psychosocial theory
 - Karen Horney's psychoanalytic social theory
 - Murray's Personology

MODULE -3: BEHAVIOURISTIC, COGNITIVE, HUMANISTIC AND EXISTENTIAL APPROACHES

- **Behaviouristic Approaches:** Pavlov and Skinner
- **Social Cognitive Approaches:** Bandura and Walter Mischel
- **Humanistic Approaches:** Roger's Self Theory, Maslow's Theory of Self Actualization
- **Existential Approaches:** Rollo May and Victor Frankl

MODULE -4: TRAIT, TYPE AND FACTOR APPROACHES

- **Type Approaches:**
 - Views of Hippocrates and Galen with regard to Personality Types
 - Sheldon and Kretschmer
- **Trait Theory:** Allport, Eysenck (Trait and Type Theory)
- **Factorial Theories:** Cattell's Factor-Analytic Trait Theory, The Big Five Factor Theory

MODULE -5: PERSONALITY ASSESSMENT

- Concept and significance of Personality Assessment
- Purpose of personality measurement
- **Techniques of Personality Assessment –**
 - Personality Inventories (MMPI, CPI, 16PF, EPQ, MBTI, NEO-FFI,)
 - Situational tests
 - Measurement of interests (SII, KOIS)
 - Projective Techniques
 - Pictorial techniques- (Rorschach, TAT)
 - Verbal techniques - (Word Association Test, SCT)
 - Expressive techniques (Draw-a-person test)
 - Evaluation of Projective techniques
 - Questionnaire, Interview, Observation, Rating Scales, and Case-study
- **Recent Approaches in Personality Assessment –** Simulated Tests, Online Personality Testing
- Advantages & Disadvantages in Personality Assessment

RECOMMENDED BOOKS:

1. Ryckman. (2008). *Theories of Personality* (9th ed.). Thomson Wadsworth.
2. Schultz. (2013). *Theories of Personality* (10th ed.). Cengage India.
3. Singh, A. K. (2005). *Tests, Measurements and Research Methods in Behavioural Sciences* (5th ed.). Bharati Bhawan.

SUGGESTED READINGS:

1. Campbell, G. L. J. (2007). *Theories of Personality* (4th ed.). Wiley.
2. Feist, J., Feist, G. J., & Roberts, T.-A. (2021). *Theories Of Personality* (9th ed.). Mc Graw Hill.
3. Friedman.H.S&Schustack (2004). *Personality: Classic Theories and Modern Research*. Pearson Education Pub, Singapore.

M.A. PSYCHOLOGY (AY 2023-2024)
PGRRCDE
SEMESTER – I
Paper – III (CORE)
Title of the Paper: PSYCHOPATHOLOGY
(Paper Code:103; Credits-5)

Course Objectives:

During this course student will be able to:

- Understand the nature of abnormal behaviour and mental illness.
- Understand the causes and be able to identify the symptoms of various psychological disorders.
- Formulate an understanding of psychopathology, which includes an integration of biology, psychology, and social context.

Student Learning Outcomes:

- Describe the symptoms of the different types of abnormal behavior.
- Critically evaluate and use the classification system of psychopathology to arrive at differential diagnoses for cases of psychopathology.

MODULE-I: INTRODUCTION TO MENTAL DISORDERS, CAUSES AND THEORETICAL PERSPECTIVES TO ABNORMAL BEHAVIOUR

- **Introduction to Mental Disorder:** Concept of normality and abnormality and Criteria of mental disorder
- Historical perspectives towards abnormality, Classification of mental disorders – ICD 10 and DSM 5
- **Causes of abnormal behavior-** Biogenic (genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances, physical deprivation, brain pathology); Psychosocial (parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress); Socio-cultural (War and violence, group prejudice and discrimination, poverty and unemployment)
- **Theoretical Perspectives to Abnormal behaviour:** Psychoanalytical, Behaviouristic, Cognitive, Humanistic-existential and Diathesis- Stress Model

MODULE -2: MOOD DISORDERS AND SCHIZOPHRENIA SPECTRUM

- **Depressive Disorders:** Clinical Features, etiology and treatment of Disruptive Mood Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder
- **Bipolar Disorder:** Clinical Features, etiology and treatment of bipolar I & bipolar II, Cyclothymic Disorder

- **Schizophrenia Spectrum and other Psychotic Disorders:** Clinical Features, etiology of Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder, Delusional Disorder

MODULE -3: ANXIETY, OCD, TRAUMA & STRESS AND DISSOCIATIVE DISORDERS

- **Anxiety Related Disorders:** Clinical Features, etiology and treatment of Phobia, Social anxiety, Separation anxiety, Panic Disorder, Generalized Anxiety Disorder.
- **Obsessive-Compulsive and Related Disorders:** Clinical Features, etiology and treatment of Obsessive- Compulsive Disorder, Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania.
- **Dissociative Disorders:** Clinical Features, etiology of Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization.
- **Trauma-and Stressor Related Disorders:** Clinical Features, etiology and treatment of Posttraumatic Stress Disorder, Acute Stress Disorder

MODULE -4: SOMATIC, PERSONALITY, PARAPHILIC, DISRUPTIVE AND IMPULSE CONTROL DISORDERS

- **Somatic Symptom Related Disorders:** Clinical Features, etiology and treatment of Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder.
- **Personality Disorders:** Clinical Features, etiology of Borderline Personality Disorder, Obsessive-Compulsive Personality Disorder, Avoidant Personality Disorder, Schizotypal Personality Disorder, Antisocial Personality Disorder, Narcissistic Personality Disorder.
- Overview of Paraphilic Disorders
- **Disruptive and Impulse Control Disorders:** Clinical Features, etiology and treatment of Oppositional Defiant Disorder, Conduct disorder and Kleptomania

MODULE -5: NEURODEVELOPMENTAL, NEUROCOGNITIVE AND EATING DISORDERS

- **Neurodevelopmental Disorders:** Clinical Features, etiology of Intellectual Disability, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder.
- **Neurocognitive Disorders:** Clinical Features, etiology of Delirium and Dementia- Alzheimer Disease.
- **Eating Disorders:** Clinical Features, etiology and treatment of Pica, Rumination disorder, Bulimia Nervosa and Anorexia Nervosa.

RECOMMENDED BOOKS:

1. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental a. Disorders". DSM-5 (5th Ed).
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Ed. Pearson Education, India.
3. Sarason, I.G, & Sarason, R.B. (2002). Abnormal psychology: The problem of maladaptive behavior (10th ed.). Delhi: Pearson Education.
4. Barlow, D.H. & Durand, V.M. (2005). Abnormal psychology (4th ed.). Pacific Grove: a. Books/Cole.

SUGGESTED READINGS:

5. Nolen- Hoeksema, S. (2004). Abnormal Psychology. 3rd Edn. McGraw Hill: New York, USA.
6. World Health Organization (1992). The ICD-10 Classification of mental and behavioural disorders: Clinical description and diagnostic guidelines. Delhi: Oxford University Press.
7. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.). Dorling Kindersley (India) Pvt. Ltd. of Pearson Education

M.A. PSYCHOLOGY (AY 2023-2024)
PGRRCDE
SEMESTER – I
Paper – IV (CORE)
Title of the Paper: LIFE SPAN DEVELOPMENT
(Paper Code:104; Credits-5)

Course Objectives:

- This Course Paper will enable the students to understand the growth and development of an individual across the life span.
- Help the students to understand the mile stones, hazards and key issues involved in each stage of development.
- Provides an overview of different theories emphasizing the biological, psychological and social theories of aging.

Course Outcomes:

- After studying this course, students will understand the concepts associated with life span development.
- Students will able to develop an understanding of key issues at each stage which will enable them to understand an individual if he/she is undergoing any psychological turmoil.
- Students will also develop an inclination in understanding older adults and their psychological issues.

UNIT: I –INTRODUCTION TO GROWTH AND DEVELOPMENT

- Concept of Growth, maturation and development; Principles of Development; Stages of Human Life Span; Concept of development tasks, developmental lag, developmental hazards; Factors influencing development
- Key issues in the study of human development- Nature versus Nurture; Continuity versus discontinuity; Normative age-graded, normative history graded and non-normative changes
- Research methods in developmental psychology

UNIT – II PRENATALSTAGE AND INFANCY STAGE

- **Prenatal development:**Factors influencing prenatal development; Stages in prenatal development (germinal stage, embryonic and foetal stage); Hazards of prenatal development
- **Development in Infancy:**Physical development (new born reflexes, Gross and Fine motor skills), Perceptual development (Depth perception); Cognitive development (Piaget’s Sensori-motor stage);

- **Language development:** Behaviourist, nativist and interactionist perspectives; Milestones in language development (first sounds and gestures, word recognition, first words, first sentences).
- **Personality development:** Psychoanalytic perspective and Konrad Lorenz's ethological theory); Dimensions of temperament (Easy children, difficult children, slow to warm up children); Attachment behaviours (stranger anxiety, separation anxiety and social referencing); Ainsworth attachment patterns; Bowlby's ethological theory.

UNIT – III CHILDHOOD AND ADOLESCENCE

- **Physical development:** Adolescent growth spurt, puberty, early vs late maturation
- **Cognitive development:** Piaget's Pre-operational, concrete operational and formal operational stage
- **Language development:** Components of language (phonology, semantics, grammar, pragmatics)
- **Social development:** Significance of play and types of play in childhood, peer pressure and influence in adolescence
- **Personality development:** Psychoanalytic perspective and Erik Erikson's perspective; Development of Self-concept (Social self, psychological self, valued self) and Self-esteem in adolescence; Developing emotional intelligence in adolescence
- **Moral development:** Kohlberg's theory of moral reasoning
- **Issues in adolescence:** Eating disorders, Body image issues, Substance abuse, Romantic relationships, Sexually Transmitted Diseases and Teenage pregnancy, Teenage Depression and suicide, Juvenile delinquency, Social media addiction
- Career planning in adolescence

UNIT – IV YOUNG AND MIDDLE ADULTHOOD

- **Cognitive development:** Schaie's life-span model of cognitive development; Fluid and Crystallized Intelligence
- **Personality development:** Erik Erikson's stages of intimacy versus isolation; and Generativity versus stagnation, Daniel Levenson's theory.
- **Parenthood:** Men's and Women's involvement; Dual-earner families; Division of domestic work.
- **Midlife and Occupational adjustment:** Changes in relationships at midlife – Theories of social contact (Social convoy theory; socioemotional selectivity theory); Midlife crisis, menopause, empty nest syndrome, divorce; Occupational adjustment: Holland's Theory of Occupational Choice; Donald Super's Occupational Development.

UNIT – V LATE ADULTHOOD

- **Theories of adjustment to old age:**
 - a. **Biological ageing** (Wear & tear theory; Cellular ageing theory)
 - b. **Psychosocial theories on ageing:** Activity, disengagement and continuity theories
 - c. **Psychological perspectives on ageing:** Erik Erikson's stage of Ego Integrity versus despair, Robert Butler's life review
- **Issues in late adulthood:** Loneliness, stress, depression, death anxiety, loss of spouse and coping with grief, adjusting to retirement, elder abuse and neglect, social isolation, decline in cognitive functioning.
- **Living arrangements of the elderly:** Institutionalization of the aged (concept of old-age home, day care, Hospice care); Maintenance and Welfare of Parents and Senior Citizens Act, 2007
- **Concept of successful ageing:** Optimism, resilience, social support and coping with stress for successful ageing

RECOMMENDED BOOKS:

1. Berk, L., (1994). *Child Development*, Allign& Bacon, Coudon.
2. Boyd. D., Bee.H. (2012). *Lifespan Development* – Sixth Edn. Pearson.
3. Glicken, M. D. (2009). *Evidence-based Counseling and Psychotherapy for an Aging Population*. Academic Press.
4. Hurlock.E.B. (1980). *Developmental Psychology* – A Life Span Approach McGraw Hill, Inc.
5. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2004). *Human Development*. McGraw-HillCompanies.
6. Santrock, J. W. (2019). *Life-span Development* (17th ed.). McGraw Hill.

DEPARTMENT OF PSYCHOLOGY, UCA & SS, O.U
SCHEME OF EVALUAION
(for 100 marks per paper)

INTERNAL ASSESSMENT: 30
SEMESTER END EXAMINATION: 70

Internal Assessment (IA) for 30 Marks: Internal Assessments will be conducted in each semester for the *theory papers* for 30 marks

End Semester Examination (ESE) for 70 Marks: Below is the model paper

MODEL QUESTION PAPER PATTERN

Type of Papers	Proposed Pattern (70 Marks)	Remarks
Core Papers	Part-A (5 x4=20M) -5 (Short answer type) Part-B (5 x 10=50M) -5 (Essay type with Internal Choice)	NOTE: For the papers (Core) having practical examinations, the departments will set the papers and conduct the examinations.

MODEL PAPER (PG)

Exam Pattern for PG (CORE papers with 5 modules)

Duration: 3 Hours

Marks: 70

Part –A

(Short answer type)

5 x 4 =20 M

- 1)
- 2)
- 3)
- 4)
- 5)

Part- B

(Essay answer type)

5 x 10 =50 M

- 6a)
- 6b)
- 7a)
- 7b)
- 8a)
- 8b)
- 9a)
- 9b)
- 10a)
- 10b)

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