

M.Sc. Psychology

Scheme and Syllabus



School of Distance Education
Andhra University, Visakhapatnam, Andhra Pradesh

	M.Sc. PSYCHOLOGY (PREVIOUS)	
01	Paper – I	Psychopathology
02	Paper – II	Social Psychology
03	Paper – III	Principles of Psychology
04	Paper – IV	Research Methodology
05	Paper – V	Experimental Psychology and Psychological Assessment

	M.Sc. PSYCHOLOGY (FINAL)	
01	Paper – VI	Paper – VI: Industrial and Organizational Psychology
02	Paper – VII	Paper – VII: Counseling Psychology
03	Paper – VIII	Paper – VIII: Clinical Psychology
04	Paper – IX	Paper – IX: Psychology of Life Span Development
05	Paper – X	Paper – X: Health Psychology

M.Sc PROGRAMME OUTCOMES

1. Advanced knowledge base in Psychology: Students acquire knowledge of key concepts, theories and findings in three broadly defined areas of psychology such as Social, Cognitive & Developmental Psychology, and physiological psychology
2. Students will demonstrate basic competency in applied psychology and counselling theories
3. Students will receive a high quality education in the diverse discipline of Psychology, and learn the skills in communication and critical thinking expected of an individual with graduate-level scientific training. Graduates will complete and defend an empirical thesis.
4. Students are exposed to high-level applied, active learning experiences in psychology involving clinical practice: students will get exposure through internships, practicum placements, as well as expected participation in scientific meetings and publication.
5. Gaining practical knowledge in counselling, psychometric testing and related skills: Students acquire the skill of applying counseling technique in practical problem like school, marriage, teenage, career etc.
6. To develop building counselling psychologists who will be able to understand and demonstrate behaviour, have attitudes in the basic areas of professional counseling
7. Post Graduates acquire efficiency in spoken and written communication with the use of befitting technology to succeed in course research goals, vocational presentations and interviews.

SPECIFIC OUTCOMES OF MSc PSYCHOLOGY

1. Psychology is to provide a course of study that reflects both breadth and depth in the field of psychology
2. Students will recognize, compare, and apply the core domains of psychology.
3. Acquaint with contemporary trends in industrial/research settings and thereby innovate novel solutions to existing problems.
4. Use descriptive and inferential statistical methods to describe and evaluate empirical data. Interpret and produce graphical representations of data.
5. Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and their role in different fields of counselling
6. To demonstrate the technical skills and ethical decisions appropriate for the wholistic professional development in the field.
7. Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment.
8. Students of the program will acquire a base of knowledge about the practice of I/O psychology by applying the concepts of I/O psychology to the functioning of organizations.

PREVIOUS

Paper-1

COURSE: PSYCHOPATHOLOGY

COURSE OBJECTIVE:

- ✓ Understand the issues involved in defining normal and abnormal behaviour
- ✓ Describe the scientist-practitioner approach to psychopathology.
- ✓ Describe on categories of focus underlying the study and discussion of psychological disorders.

COURSE OUTCOMES:

- CO -1 Become acquainted with the concepts, trends, perspectives in psychopathology.
- CO-2 Evaluate the classification and diagnostic system of DSM 5 develop knowledge of etiological factors of disorders.
- CO-3 Illustrate understanding of symptoms of epidemiology of disorders.
- CO-4 Establish comprehension and application of therapeutic modalities for psychopathology.

Unit-I

Definition of the field of Psychopathology

Defining psychological abnormality. Deviance, Distress, Dysfunction Danger

Psychopathology: Past and Present. Ancient views and treatments, Middle Ages, the 19th Century reform and Moral treatment. Current trends Classification of Mental Disorders. Who's, ICD, APA's, DSM IV

Unit-II

Causes of Psychopathological behavior: Necessary, sufficient and contributory causes, Diatheses Stress model, Biogenic, Psychogenic and Sociocultural causes.

Unit-III

Patterns of Abnormal Behavior.

Disorders evident in Infancy, childhood and adolescence: Mental

Retardation, Learning disorders, Autism, Attention-Deficit and Disruptive Behavior disorders, Feeding and Eating disorders of infancy and early childhood

Unit-IV

Common mental disorders.

Anxiety Disorders. Panic disorder, Obsessive Compulsive disorders, Generalized Anxiety disorder, Phobias, Posttraumatic stress disorder and Acute Stress Disorder, Somatoform Disorders, Somatization disorder, Conversion disorders, Hypochondriasis, Somatoform disorder, Dissociative Disorders. Sexual and Gender Identity Disorders
Eating Disorders, Sleep Disorders, Impulse Control Disorders, Adjustment Disorders,
Psychological factors Affecting Medical Condition, Personality Disorders.

Unit-V

Severe mental disorders:

Cognitive Disorders: Delirium, Dementia, Amnesia, Schizophrenia and other
Psychotic Disorders.

Mood Disorders: Major Depression and Bipolar Disorder. Substance Related Disorders.

Psychopathology - Indian Perspectives

PREVIOUS

Paper-II

COURSE: SOCIAL PSYCHOLOGY

COURSE OBJECTIVE:

- ✓ Demonstrate social psychological principles to real -world issues
- ✓ Become familiar with social psychological literature through independent reading and writing assignments.
- ✓ Apply social psychological theories and principles to your everyday behavior
- ✓ Integrate different perspective discussed in class to explain human behavior in everyday life

COURSE OUTCOMES:

- CO-1 Develop an awareness of nature, emergence and growth of social psychology.
- CO-2 Illustrate the relationship between non verbal communication and social perception.
- CO-3 Learn how one forms attitudes and conceptual application of the knowledge to self and others.
- CO-4 Explain the underlying constituents of persuasion and the application of the knowledge in understanding persuasive behaviour.
- CO-5 Have a comprehensive understanding of group and cultural influences on behaviour and social roles

Unit - I

The definition of the field of social Psychology

History of social Psychology and Social Psychology in India

Research Methods in social Psychology: Systematic observation, correlation method and the experimental method.

Unit - II

Social Perception

Nonverbal communication. Attribution impression formation and management. Social cognition. Affect and cognition Schemes and stereotypes.
Interpersonal, attraction. Friendship, love and relationships.

Unit - III

Attitudes Definition formation of attitudes, theories of attitude change, prejudice and discrimination

Unit - IV

Social influence conformity compliance obedience Prosocial behavior, helping, Intervening and resisting temptation.
Aggression : Nature, Causes and control.

Unit - V

Groups and individuals. Effect of groups on Individuals performance, Co-ordination in groups, decision making by groups.

Social Psychology in Action

Applying social Psychology to the world of work - Job satisfaction, Organizational behavior and leadership

PREVIOUS

Paper-III

COURSE: PRINCIPLES OF PSYCHOLOGY

COURSE OBJECTIVE:

- ✓ Students will demonstrate acquisition of both factual knowledge and the ability to conceptualize.
- ✓ Demonstrate and apply this knowledge to their own behaviour, to ways of interacting with others, and to their roles in culture and society.
- ✓ Students will understand and be able to apply principles of the scientific method and critical thinking.
- ✓ Students can identify how psychologists study human behaviour and how this knowledge can be used to explain, predict, and influence behaviour

COURSE OUTCOMES:

CO-1 Critically analyze the philosophical roots of psychology

CO-2 Compare and contrast the schools of psychology and their impact on the development.

CO-3 Identify and outline the theoretical perspectives underlying emotions.

CO-4 Illustrate and categorize the theories that examine the nature and implications of motivation Critically examine the different designs of personality theories and their application.

Unit-I

Evolution of scientific method in psychology – Definition of science. Psychology within the frame work of science – Assumptions of Psychology as natural science and as social science.

Philosophical antecedents: Classical Greek thought (Plato and Aristotle); continental Renaissance (Descartes); British empiricism and associationism (Locke and Mill); Nativism (Kant).

Physiological antecedents: Sensory physiology, neurology; beginnings of experimental tradition: Psychophysics – the work of Helmholtz, Fechner and Wundt

Emergence of Schools of Psychology

UNIT – II :

Issues in sensation: Color vision, visual acuity, light and dark adaptation, flicker function issues in perception: Perception of color, movement, depth, perceptual constancy. Visual illusions, attention and reaction time.

UNIT – III :

Emotion: Theories of James – Lange, Cannon-Bard and Schachter

Motivation: Biological drives and psychological motives; theories of Freud, Maslow and McClelland.

UNIT-IV :

Learning: Classical and operant conditioning, social learning.

Issues in verbal learning: Meaningfulness of material, whole VS part method, active recitation, transfer of training.

Memory and forgetting: The work of Ebbinghaus, methods of measurement, short-term and longterm memory, semantic and episodic memory.

Thinking: Concept formation; language acquisition; creativity

The work of Piaget

UNIT – V :

Personality: Theories

Psychoanalytic: Freud, Jung and Adler

Type and trait approaches: Eysenck and Cattell

Developmental approach: Erikson

History of Psychology in India

Pre-independence phase, post independence phase, problem-oriented research, and Indigenization.

Current problem areas

PREVIOUS
Paper-IV
RESEARCH METHODOLOGY

COURSE OBJECTIVE:

- ✓ Students should understand a general definition of research design.
- ✓ Students gain the ability choose methods appropriate to research aims and objectives
- ✓ Students should be able to identify the overall process of designing a research study from its inception to its report.
- ✓ Students should be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.

COURSE OUTCOMES:

- CO-1 Identify and discuss the role and importance of research in social science.
- CO-2 Demonstrate their understanding and ability to implement basic and applied research designs.
- CO-3 Establish knowledge of the range of analytical, statistical techniques that are used in psychological research.
- CO-4 Recognize of psychological research.
- CO-5 Awareness of ethical issues involved in psychological testing.

- | | |
|---------------------------|--|
| I. Variables | a) Quantitative & Qualitative Variables.
b) Independent Variables
c) Independent variables |
| 2. Experimental Control | a) Independent Variable control
b) Determining and controlling Extraneous variables |
| 3. Sampling | a) Probability sampling methods
b) Determining and controlling Extraneous variables. |
| 4. Problem and Hypotheses | a) Observation |

- b) Interview
 - c) Questionnaires
 - d) Rating Scales
- 6. Types of Research
 - a) Experimental Research, Laboratory Experiments, Field experiments
 - b) Non experimental research- field studies, export facto research, Survey research, content Analysis, case studies, Ethnographich studies.
- II 1Measurement and Description data
 - a) Types of Scales
 - b) Graphic representation of data
 - c) Measures of Central Tendency and Variability
- 2. Normal Probability
 - a) Characteristics, deviations and applications of normal probability curve.
 - b) Standard Error for measures of central tendency and variability
 - c) significance, one tall, two tall tests, type-1, type-2 Errors.
- 3. Correlations
 - a) Pearson's product moment correlation
 - b) Rank order correlation
 - c) Partial correlation
 - d) Multiple Correlation
- 4. Regression and Prediction
- 5. Non Parametric test
 - Chi Square, Sign test, Median test, Sign Rank test
- III. 1 Between subject designs
 - a) Two randomized group designs
 - b) More than two randomized group design.
 - c) Factorial Design
 - d) Matched group designs.
- 2. Within subject designs
 - a) Two conditions
 - d) Reversal Design
 - c) Evaluation
- 3. Single subject research
 - a) Withdrawal design
 - b) Reversal design
 - c) Changing criterion designs
 - d) changing criterion designs
 - e) Evaluation
- 4. Ethicial issues in experimentation, biases and artifacts
- IV. 1. Type construction
 - A.
 - a) theory of test scores- true scores, error scores
 - b) item selection
 - c) item writing –essay items, objective items, multiple choice

items

d) item analysis – item difficulty, index of discrimination

e) speed and power problems

B.

a) Reliability : types of reliability, factor's influencing reliability

b) validity: Types of validity factors influencing validity

c) Relation of reliability to validity

d) Norms: Types of Norms, in developing norms.

e) Responses sets in tests Scores: Meaning and types of responses sets. Implications and elimination of responses sets.

2. Scaling techniques

a) Psycho Physical scaling methods

V. (A) ability Testing:

1. Individual tests:

Standard – Binet intelligence scale, The wechsler scales

2. Individual tests :

Standard – Binet intelligence scale, The wechsler scales

3. Tests for Special Population :

Infant and Preschool Testing, Assessment of mentally retarded, testing persons with physical disabilities multicultural testing.

4. Group testing :

Group tests versus individual tests, multiple batteries measuring multiple aptitudes.

5. Nature of Intelligences :

Meaning of an I.Q. Heritability and Modifiability motivation and intelligence, theories of intelligence.

1. Psychological issues in ability testing :

Meaning of an I.Q. Heritability and modifiability, Motivation on intelligence. Theories of intelligence in early childhood, problems in the testing of adult intelligence, population changes in intelligence test performance intelligence tests as a clinical instruments.

(B) PERSONALITY TESTING :

1. Self Report Personality Inventories.

Content Rotated Procedures, Empirical Criterion Keying- MMPt.CPI, 16PF, HSPQ etc. Personality Theory in Test Development, test aiding Attitudes and Response Biases, Current Status of Personality Inventories.

2. Measuring Interests and Attitudes.

Interest Inventories : Current Setting. The strong interest inventory (SSI), Some significant trends, Opinion surveys, Attitude Scales, Locus of control.

3. Projective Techniques :

Nature of Projective Techniques inkblot Techniques Pictorial Techniques, Verbal Techniques, Autobiographical Memories. Performance Technique. Evaluation of Protective Techniques.

(C) APPLICATION OF TEST

1. Major contents of current test use
 - a) Educational testing
 - b) Occupational Testing
 - c) Test use in clinical and Counseling Psychology.
2. Ethical and Social consideration in testing
 - a) Ethical Issues In Psychological Testing and assessment
 - b) User Qualifications and Professions Competence.
 - c) Confidentially
 - d) Communicating test results.
Testing Diverse populations.

PREVIOUS
Paper-V
EXPERIMENTAL PSYCHOLOGY

COURSE OBJECTIVE:

- ✓ Introduce students to the principles and practice of psychological assessment.
- ✓ Focus on a small number of widely used norm-referenced tests of intellectual ability,
- ✓ Work aptitudes, personality, vocational interests, attitudes and values,
- ✓ Write clear cogent summaries and interpretation /analysis of results in APA style

COURSE OUTCOMES:

CO-1 Analyzing the principals and practice of psychological testing.

CO-2 Demonstrate competence in selection, administration and scoring of assessment measures

CO-3 Demonstrate knowledge and competence of in drawing inferences from the results

A: Experimental Psychology Practical's

At least 6 experiments in the following list have to be conducted and detailed reports of the same have to be written.

1. Perceptual constancy of size as a function of distance cues using the method of average error.
2. Effect of practice on space perception using Wiggly Blocks.
3. Assessment of Extrasensory Perception by Telepathic, Clairvoyant and Precognition tests.
4. Comparison of speed for discriminative and choice reaction time.
5. Effect of muscular tension on mental work.
6. Fluctuation in efficiency of continuous work.
7. Transfer of learning and interference effects (PI and RI) in verbal paired - associate material.
8. Span of attention for unconnected letters and words Vs connected letters and words.

9. Retention for completed and interrupted tasks.
10. Types of errors identifiable in rational learning tests using Peterson's Test of Rational learning.
11. Assessment of memory using recall, recognition and relearning tests, serial position effects in free immediate and delayed recall.
12. Verbal concept formation using geometrical designs.
13. Assessment of abstract concept formation using Hanfmann - Kasanin Blocks.
Effects of set in solving verbal and numerical problems.

Part – B: Psychological Assessment Practicals

At least 8 experiments in the following list have to be conducted and written with a minimum of two from each unit.

Unit I: Ability Tests

1. Raven's Standard Progressive Matrices test.
2. Wechsler's Adult Intelligence scale (WAIS).
3. Wechsler's Intelligence Scale for Children (WISC).
4. Bhatia's Battery of Intelligence tests.
5. Malin's WISC Indian adaptation.

Unit II: Aptitude and Interest tests

1. General Aptitude Test Battery.
2. Differential Aptitude tests.
3. Thurstone's Interest Schedule.

Unit III: Personality and Adjustment scales

1. Eysenck's Personality Inventory.
2. Cattell's 16 Personality Factor Questionnaire (16PF)
3. Bell's Adjustment Inventory.
4. IPAT Anxiety Scale.
5. High School Personality Questionnaire (HSPQ).
6. Minnesota Multiphase Personality Inventory (MMPI).

Unit IV: Projective tests.

1. Thematic Apperception Test (TAT).
2. Children's Apperception Test (CAT).
3. Rorschach Inkblot test.
4. Rosenzweig Picture Frustration test.

5. Rotter Incomplete Sentence Blank.

FINAL
Paper-VI
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

COURSE OBJECTIVE:

- ✓ To help the students to develop cognizance of the importance of human behavior
- ✓ To enable students to describe how people behave under different conditions and understand why people behave as they do
- ✓ To provide the students to analysis the specific strategic human resources demands for future action
- ✓ To enable the students to synthesize related information and evaluate options for the most logical and optimal solution

COURSE OUTCOMES:

- CO-1 Describe major topics and subspecialties including critical theory and research finding that have defined the field of I/O psychology
- CO-2 Describe the complicated systems of individual and group psychological processes involved in the world of work
- CO-3 Connect the basic principles of I/O psychology to personnel and human resources management within the organization
- CO-4 Describe the ways in which individual career choices and work-lefe success can be improved through the benefits of I/O psychology.
- CO-5 Demonstrate readiness to pursue life-long learning through continuing education, scholarship, service, and participation in professional organizations.

UNIT -1 FOUNDATIONS OF I/O PSYCHOLOGY

Definition, Nature and Scope of I/O psychology. Role and Functions of an I/O Psychologist.

Historical approaches. The early pioneers, Organizational

Specialists, Scientific management, Human relations movement and the Hawthorne studies. Emerging perspectives. Systems view, Contingency view, and interactional view.

UNIT -11: INDIVIDUAL DYNAMICS AT WORK

Perception: Nature, Perceptual organization, Factors influencing perception: Attribution process and bias

Values and Attitudes: Work values. Attitude formation and attitude change

Personality: Nature of personality. Personality factors influencing behaviour at work- locus of control, achievement motivation, authoritarianism, self- esteem, Machiavellianism, Self-monitoring and risk taking.

Motivation: Nature and characteristics of motivation. Theories of motivation -Maslow, McClelland, Herzberg, Adams and Vroom

Job satisfaction - Meaning of job satisfaction. Models of job Measurement of job satisfaction.. satisfaction.

UNIT III: GROUP DYNAMICS AT WORK BEHAVIOUR

Foundations of group behaviour. Definition and importance of groups, types of groups. Group decision-making techniques, advantages and disadvantages of group decision making.

Leadership: Definitions and significance. Theories of leadership - trait, behavioural, style and contingency theories.

Communication: Nature, significance objectives and goals of communication. Model of communication. Barriers of communication.

Inter group conflict: Nature of conflict, levels of conflict, stages of conflict. Strategies for managing intergroup conflict.

Power and politics. Definition of power. Bases and sources of power. Politics: Definition and reality of politics, Factors contributing to political behaviour.

UNIT IV: ORGANIZATIONAL DYNAMICS OF WORK BEHAVIOUR

Organizational structure. Components Complexity. Formalization and Centralization.

Basic organizational concepts-division of labour, Unity of command, authority and responsibility, span of control, departmentalization

Organizational change. Forces for change-people, technology and environment.

Resistance to change-Individual and organizational sources. Overcoming resistance to change. Management of organizational change

Organizational development. Definition and scope. Intervention programs- Reorganization, Goal setting, quality of work life programs, Task redesign, technological

implementation, training, management development programs, team building and survey feedback

FINAL
Paper-VII
COUNSELING PSYCHOLOGY

COURSE OBJECTIVE:

- ✓ Students should be familiar with the major counseling approaches categorized as humanistic experiential, learning/cognitive, and psychoanalytic/psychodynamic.
- ✓ Students should be able to demonstrate knowledge of the therapist's role and the values which the therapist conducts counseling.
- ✓ Facilitating behavioral change.
- ✓ Helping improve the client's ability to both establish and maintain relationships.
- ✓ Helping enhance the client's effectiveness and their ability to cope

COURSE OUTCOMES:

- CO-1 Identify of counseling as a profession emerged
- CO-2 Have awareness of the required training and skills to pursue counseling as a profession
- CO-3 Acquire comprehensive Identify of the many theoretical approaches to counseling
- CO-4 Gain an exhaustive knowledge of the process of counseling and display the practical application of the same
- CO-5 Recognize the needs and fields of counseling

Unit-1

Introduction to the field of Counselling Psychology
Definition of counselling
Historical origins of counselling
Similarities and differences with psychotherapy
Characteristics of effective counselors
Ethical issues

Unit-II

Nature and characteristics of the counseling process
The counseling relationship
Relationship techniques: Rapport, Acceptance, Reassurance Special relationship problems:
Resistance, transference, counter transference

Stages in counseling

The impact of client dynamics and conflicts
Counselling skills: Attending behaviour, Questioning skills, Observation skills, Noting and reflecting feelings, Encouragers and paraphrases, Interpretation

Unit-III

Techniques of behavioural counselling

Principles of conditioning Techniques of cognitive-behavioural counselling

Identifying cognitive distortions

Change strategies based on cognitive principles

Unit-IV

Counselling for specific groups and settings

Counselling children with behavioral and learning problems

Counselling in educational setting

For educational guidance and career counselling

Unit-V

Counselling for special problems

Counselling for anxiety and stress

Counselling for depression

Counselling for alcohol dependence

Counselling for marital problems
Counselling in the work place: Absenteeism, Accidents

FINAL
Paper-VIII
CLINICAL PSYCHOLOGY

COURSE OBJECTIVE:

- ✓ To develop the skill of plan , conduct, evaluate in areas relevant to clinical psychology
- ✓ Understand the theories and practice of clinical psychology
- ✓ Understand and evaluate the clinical disorders

COURSE OUTCOMES:

- CO-1 Demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
- CO-2 Demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
- CO-3 Develop the skill of the ability to synthesize contextual and cultural variables into presentations of client materials
- CO-4 Effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers.
- CO-5 Identify the different assessment devices and strategies for assessing client outcome over the course of treatment including standardized idiographic approaches.

Unit-1:

- Introduction to the field
- What is clinical psychology
- Historical Development of the field and Responsibilities of clinical psychologist Ethical issues
- A concept of psychological health and abnormality
- A Framework for understanding human functioning and disorder
 - (a) Some orienting assumptions
 - (b) Perspectives Motivational, Structural, Developmental, Adapational,
- Biological Causative models in Clinical Psychology, Information, Biomedical and Psychological models.

Unit - II

Psychological Assessment - I Gathering Information

Nature and Purpose of Psychological Assessment

The Clinical Interview

The Case - History Method

Mental Status Examination

Methods and types of Observation

Writing up a Case - History

Unit - III

Psychological Assessment - II: Tests

Domains of Psychological assessment:

Cognitive Assessment:

(1) WISC (2) WAIS (3) Bender Visual - Motor - Gestalt Test

(4) Weschsier Memory Scale.

Development, Adjustment and Clinical Symptomatology

(1) Bells Adjustment Inventory (2) Vineland Social Maturity Scale

(3) General Health Questionnaire (4) State Trait Anxiety Scale (5) MMPI

Personality Self-Report and Projective Techniques:

(1) 16 PF (2) EPQ (3) Rorschach (4) TAT 5) House Tree Person test.

Unit - IV:

Psychotherapeutic Methods

Models of Psychotherapy

Psychoanalytic/Psychodynamic

Cognitive Behavioural

Humanistic Existential

Family and Group Therapy

Unit - V:

Community Psychology

Growth of the field

The Concept of Prevention

Crises Intervention

Mental Health Education

**FINAL
Paper-IX
LIFE SPAN DEVELOPMENT**

COURSE OBJECTIVE:

- ✓ Define and identify key concepts in multiple areas of lifespan psychology including concepts, facts and theoretical perspectives.
- ✓ Identify how interactions among hereditary and environmental influences impact development across lifespan
- ✓ Demonstrate knowledge of and explain concepts related to lifespan development.
- ✓ Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and /or evaluation of presentation

COURSE OUTCOMES:

- CO-1 Elaborate the life span development
- CO-2 Explaining the role of genes in pre natal development
- CO-3 Illustrate theoretical contributions of personality and social development
- CO-4 Analyze the emotional, social and moral development during middle childhood
- CO-5 Able to explain the various developmental changes occurring in yours adulthood

UNIT: I

Definition and periods of the life-span
Aspects of development correlated to Life-span periods
Individual differences in Development and the types of influences which effect development
Lifespan Development Research Methods and Ethics of Research
Important theoretical perspectives:-
(a) Psychoanalytical perspective
(b) Behavioristic Social learning perspective and the
(c) Humanistic self-realization perspective

UNIT: II

Fertilization, pre-natal development and birth
The Neonate and Development during the first three years of life
Early Childhood-physical development - intellectual development through cognitions, perceptions and symbols
Development of language and competence

Differences in personality development - family, child rearing and personality development in childhood

Aspects and issues of personality development ie gender, fears, aggression, altruism and play

Middle Childhood

- (a) Physical and Intellectual developments
- (b) Nutritional growth
- (c) Cognitive and moral development
- (d) Development of self-concept
- (e) Common childhood emotional disturbances

UNIT-III

Adolescence-physical and intellectual development, maturation and psychological impact

Health concerns of adolescence

- (a) Nutrition and eating disorders
- (b) Use and abuse of drugs
- (c) Sexually transmitted diseases

Personality development in adolescence

- (a) Relationship with parents
- (b) Relationship with peers and
- (c) Achieving sexual identity

Problems of adolescence - pregnancy, delinquency

UNIT-IV : Adulthood Young Adulthood - Physical and intellectual development

Personality Development

- (a) Normative crisis model and
- (b) Timing of events model

How intimate relationships affect personal lifestyles

- (a) Love
- (b) Marriage
- (c) Divorce
- (d) Single life
- (e) Cohabitation

(f) Sexuality

(g) Parenthood

(h) Remaining Childless

(1) Friendship

Middle Adulthood

(a) Physical changes

(b) Health status and problems

(c) Intellectual changes - the adult learner

(d) Occupational stress

(e) Personality and social development

UNIT-V: Late Adulthood: Physical and intellectual development

Work and Retirement

Aging and personal relationships in late life

Facing death and bereavement

FINAL
Paper-X
HEALTH PSYCHOLOGY

COURSE OBJECTIVE:

- ✓ Understanding behavioral and contextual factors for health and illness
- ✓ Preventing illness investigating the effects of disease
- ✓ demonstrate comprehensive knowledge about the key theories , their applications and interventions
- ✓ Finding treatments to manage pain.
- ✓ Help with the treatment of illness

COURSE OUTCOMES:

- CO-1 List the growth and trends in the spread of health psychology
- CO-2 Predict the nature, factors and implications of stress
- CO-3 Examine the nature of psycho physiological disorders
- CO-4 Categorize and explain the nature, symptoms and implications of immune system defective disorders\
- CO-5 Explain, predict and gain a comprehensive understanding of pain and its management.

M.A. (PREVIOUS)
Psychology
Paper- I: Psychopathology
SYLLABUS

Unit-I

Definition of the field of Psychopathology
Defining psychological abnormality. Deviance, Distress, Dysfunction Danger
Psychopathology: Past and Present. Ancient views and treatments, Middle Ages, the 19th
Century reform and Moral treatment. Current trends Classification of Mental Disorders.
Who's, ICD, APA's, DSM IV

Unit-II

Causes of Psychopathological behavior: Necessary, sufficient and contributory causes, Diatheses
Stress model, Biogenic, Psychogenic and Sociocultural causes.

Unit-III

Patterns of Abnormal Behavior.
Disorders evident in Infancy, childhood and adolescence: Mental
Retardation, Learning disorders, Autism, Attention-Deficit and Disruptive Behavior disorders,
Feeding and Eating disorders of infancy and early childhood

Unit-IV

Common mental disorders.
Anxiety Disorders. Panic disorder, Obsessive Compulsive disorders, Generalized
Anxiety disorder, Phobias, Posttraumatic stress disorder and Acute Stress Disorder,
Somatoform Disorders, Somatization disorder, Conversion disorders, Hypochondriasis,
Somatoform disorder, Dissociative Disorders. Sexual and Gender Identity Disorders
Eating Disorders, Sleep Disorders, Impulse Control Disorders, Adjustment Disorders,
Psychological factors Affecting Medical Condition, Personality Disorders.

Unit-V

Severe mental disorders:
Cognitive Disorders: Delirium, Dementia, Amnesia, Schizophrenia and other Schizophrenia and
other Psychotic Disorders.
Mood Disorders: Major Depression and Bipolar Disorder. Substance
Related Disorders.
Psychopathology - Indian Perspectives