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| **Course Code** | **21CP3002** | **Duration** | **3hrs** |
| **Course Name** | **THEORIES OF PERSONALITY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Write a detailed note on Psychoanalytical Theory. | CO1 | U | 10 |
|  | b. | Throw light on Psycho-social stages of development. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | What is Personality? Comment on the various factors which have an impact on our Personality. | CO1 | R | 10 |
|  | b. | Discuss various parameters on which Personality theories are evaluated. | CO1 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Elaborate on Maslow’s contribution to the Humanistic Approach. | CO4 | U | 10 |
|  | b. | Elaborate on Roger’s contribution to the field of psychology. | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | How does the humanistic approach help Clinical psychologists in practice? | CO2 | A | 10 |
|  | b. | Evaluate Roger’s theory with any real-life example. | CO6 | A | 10 |
|  |  |  |  |  |  |
| 5. | a. | Discuss Alport’s theory of personality. | CO5 | U | 10 |
|  | b. | Elaborate OCEAN model of personality theory. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Discuss trait theorists' contribution to psychology in detail. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 7. | a. | Illustrate the concepts of Existential theory. | CO5 | R | 10 |
|  | b. | Throw light on Alfred alder's theory of personality. | CO5 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Brief about Dollard Miller’s S-R theory of personality. | CO4 | R | 10 |
|  | b. | Write a short note on Holland's Six Personality Types. | CO4 | U | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain Psychodynamic theory in detail. | CO6 | A | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Gain in-depth knowledge and application of personality theories. |
| CO2 | Apply the theoretical understanding to practical clinical case conceptualization. |
| CO3 | Recognize the importance of personality tests in clinical practice. |
| CO4 | Examine the various personality theories critically. |
| CO5 | Evaluate various approaches to personality theories. |
| CO6 | Comment on the origin of the problem in the client. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | 20 |  |  |  |  | 40 |
| CO2 |  |  | 10 |  |  |  | 10 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 | 10 | 40 |  |  |  |  | 50 |
| CO5 | 20 | 10 |  |  |  |  | 30 |
| CO6 |  |  | 30 |  |  |  | 30 |
|  | | | | | | | **180** |



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| **Course Code** | **21CP3003** | **Duration** | **3hrs** |
| **Course Name** | **DEVELOPMENTAL PSYCHOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain the developmental process in prenatal period. | CO2 | Remember | 10 |
|  | b. | What are the common hazards during prenatal and infancy period? List the possible ways to prevent it. | CO4 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Elaborate on Cognitive and Social Constructivist approach and how it affects regular classroom learning method. | CO3 | Evaluate | 10 |
|  | b. | Piaget stages of cognitive development and zone of proximal development with life examples | CO1 | Analyze | 10 |
|  |  |  |  |  |  |
| 3. | a. | How symptoms of Autism and theory of mind are related? | CO1 | Analyze | 10 |
|  | b. | Explain Psycho-sexual and Psycho- social developmental stages. | CO5 | Remember | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Stages of moral development. | CO2 | Remember | 10 |
|  | b. | Explain how emotional development happens by Bowlby and Winnicot theories? | CO5 | Understand | 10 |
|  |  |  |  |  |  |
| 5. | a. | ADHD- Overview, signs & symptoms at school and home. | CO6 | Apply | 10 |
|  | b. | SLD- Overview, signs & symptoms at school and home. | CO6 | Apply | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Role of parents and teachers in changing adolescent behaviors. | CO4 | Analyze | 10 |
|  | b. | What are the changes that happens due to menopause and andropause? | CO6 | Understand | 10 |
|  |  |  |  |  |  |
| 7. | a. | What are the physical, biological and psychological changes happening during adolescence? | CO4 | Apply | 10 |
|  | b. | Common challenges in adolescent development- Biological, Physical, Psychological and risk factors. | CO6 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Elaborate the changes happening in old age- Physical, psychological, cognitive and biological. | CO4 | Evaluate | 10 |
|  | b. | Strategies to cope up with the changes and challenges during old age. | CO1 | Create | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | How to manage children with ADHD at school and home? | CO6 | Create | 10 |
|  | b. | What are the remedial strategies for dyslexia, dyscalculia and dysgraphia? | CO6 | Create | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Infer the difference between normative and pathological outcomes within each of the developmental phases. |
| CO2 | Explain the diversity of experiences that shape development. |
| CO3 | Analyze how the cognitive development is closely related to learning. |
| CO4 | Recognize the diversity of life experiences that shape individual development. |
| CO5 | Compare and contrast the foundational theories of developmental psychology. |
| CO6 | Apply the developmental theories and specific evidence-based research findings to understand current practice, policies and social issues. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  |  | 10+10 |  | 10 | 30 |
| CO2 | 10+10 |  |  |  |  |  | 20 |
| CO3 |  |  |  |  | 10 |  | 10 |
| CO4 |  | 10 | 10 | 10 | 10 |  | 40 |
| CO5 | 10 | 10 |  |  |  |  | 20 |
| CO6 |  | 10+10 | 10+10 |  |  | 10+10 | 60 |
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| **Course Code** | **21CP3004** | **Duration** | **3hrs** |
| **Course Name** | **COGNITIVE PSYCHOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Write the history of cognitive psychology and the concepts involved. | CO1 | Understand | 10 |
|  | b. | Role of gestalt theory in the belief system of a person. | CO3 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain depth perception and discuss the concepts and  importance of it. | CO3 | Analyze | 10 |
|  | b. | Explain three theories of perception and perception concept  application in various fields. | CO4 | Apply | 10 |
|  |  |  |  |  |  |
| 3. | a. | Explain any two neurosciences of sensory processing with a diagram. | CO2 | Remember | 10 |
|  | b. | Elucidate principles of organization and its connection to form  perception. | CO3 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Note on language development in children. | CO5 | Remember | 10 |
|  | b. | Write a note on the importance of psycholinguistic theories. | CO5 | Understand | 10 |
|  |  |  |  |  |  |
| 5. | a. | Discuss the relationship between language and thinking. | CO5 | Analyze | 10 |
|  | b. | What are the stages of creative thinking? Explain with an example. | CO3 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Blend the concepts of attention and cognitive impairment. | CO6 | Apply | 10 |
|  | b. | Explain theories of attention with examples. | CO3 | Remember | 10 |
|  |  |  |  |  |  |
| 7. | a. | Note on decision-making models. | CO3 | Understand | 10 |
|  | b. | Why visual information processing is important in learning. | CO2 | Analyze | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Describe the barriers to problem-solving and decision-making. | CO4 | Understand | 10 |
|  | b. | Discuss types of attention and their purposes. | CO3 | Understand | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Mention a few decision-making models and write a brief note on cognitive bias. | CO3 | Understand | 10 |
|  | b. | Purpose of cognitive psychology and its concepts. | CO1 | Understand | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | To develop an understanding of normal mental processes and demonstrate the domains of cognition using experiments. |
| CO2 | To draw connections between brain, mind, and behaviour and demonstrate the relationships through observations and reasoning. |
| CO3 | To evaluate cognitive processes using the model of information processing and make predictions. |
| CO4 | To apply that knowledge to critically evaluate functional cognitive processes. |
| CO5 | To comment on how languages are acquired. |
| CO6 | To compare how the different cognitive processes are related to each other. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 | 10 |  |  | 10 |  |  | 20 |
| CO3 | 10 | 60 |  | 10 |  |  | 80 |
| CO4 |  | 10 | 10 |  |  |  | 20 |
| CO5 | 10 | 10 |  | 10 |  |  | 30 |
| CO6 |  |  | 10 |  |  |  | 10 |
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| **Course Code** | **21CP3005** | **Duration** | **3hrs** |
| **Course Name** | **RESEARCH METHODS IN PSYCHOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Discuss the characteristics of Science and Pseudoscience. | CO1 | U | 5 |
|  | b. | Define Research and explain the types of research. | CO1 | R | 15 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the steps involved in the process of psychological research. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the various methods of Sampling. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Define sampling error and how will you minimize the sampling error? | CO2 | U | 5 |
|  | b. | If the population standard deviation is 0.4 and the size of the sample is 1500 then find the sampling error at 99%, 95% and 90% confidence level. | CO6 | A | 15 |
|  |  |  |  |  |  |
| 5. | a. | Explain the types of observation method in psychological research. | CO2 | R | 15 |
|  | b. | Discuss the characteristics of good questionnaire. | CO2 | U | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Discuss the factors affecting validity in Experimental methods. | CO3 | U | 10 |
|  | b. | Explain the different types of independent experimental group designs. | CO3 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | In a survey of 35 families in a village, the number of children affected by Covid-19 per family were obtained. Construct the frequency distribution table for the given data.  1, 0, 2, 3, 4, 5, 6, 7, 2, 3, 4, 0, 2, 5, 8, 4, 5, 9, 6, 3, 2, 7, 6, 5, 3, 3, 7, 8, 9, 7, 9, 4, 5, 4, 3. | CO4 | A | 5 |
|  | b. | Explain the different types of graphical representation of data. | CO4 | R | 15 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the properties and types of scales of measurement. | CO5 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | The means and standard deviation values for the number of runs of two players A and B are 55,65 and 4.2, 7.8 respectively. Who is the more consistent player? | CO6 | A | 10 |
|  | b. | Discuss the characteristics of Normal Probability Curve. | CO6 | R | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Recognize the meaning, process and ethical issues of psychological research. |
| CO2 | Identify the appropriate research methods and techniques in psychology. |
| CO3 | Design and control the experiments in psychological research. |
| CO4 | Represent the collected research data. |
| CO5 | Apply the descriptive statistics to find conclusions. |
| CO6 | Demonstrate the skills of quantitative analysis. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 35 | 5 |  |  |  |  | 40 |
| CO2 | 35 | 10 |  |  |  |  | 45 |
| CO3 | 10 | 10 |  |  |  |  | 20 |
| CO4 | 15 |  | 5 |  |  |  | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 | 10 |  | 25 |  |  |  | 35 |
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| **Course Code** | **21CP3008** | **Duration** | **3hrs** |
| **Course Name** | **ADVANCE GENERAL PSYCHOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain different models of memory in detail. | CO1 | Understand | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Elaborate on the application of theories of motivation. | CO3 | Apply | 10 |
|  | b. | What is the role of Mnemonics in retrieval? | CO3 | Analyze | 10 |
|  |  |  |  |  |  |
| 3. | a. | Explain different theories of motivation. | CO1 | Understand | 10 |
|  | b. | Explain different theories of emotions with examples. | CO1 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Elaborate on sleep stages involving brain waves. | CO2 | Analyze | 20 |
|  |  |  |  |  |  |
| 5. |  | Write a note on |  |  |  |
|  | a. | Hypnosis. | CO5 | Remember | 5 |
|  | b. | Meditation. | CO5 | Understand | 5 |
|  | c. | Effect of drugs on consciousness. | CO4 | Remember | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | What are the different altered states of consciousness? | CO5 | Understand | 20 |
|  |  |  |  |  |  |
| 7. | a. | Elaborate on the relationship between Creativity and intelligence. | CO2 | Analyze | 10 |
|  | b. | Discuss factors affecting the intelligence of an individual. | CO6 | Evaluate | 10 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Write a note on |  |  |  |
|  | a. | Gardner’s Theory of intelligence and its application. | CO4 | Apply | 10 |
|  | b. | Sternberg’s Triarchic theory of intelligence and application. | CO4 | Apply | 10 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Who coined the concept of creativity? Explain his theory in detail. | CO1 | Remember | 10 |
|  | b. | Discuss the relationship between Creativity and intelligence. | CO1 | Analyze | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Develop an understanding of normal mental processes and demonstrate the domains of cognition using experiments. |
| CO2 | Draw connections between the brain, mind, and behavior and demonstrate the relationships through observations and reasoning. |
| CO3 | Evaluate cognitive processes using the model of information processing and make predictions. |
| CO4 | Prepare them for competitive exams in the field. |
| CO5 | Apply available tools and be able to describe their use in creating new knowledge in cognitive psychology, in written and oral form. |
| CO6 | Estimate how cognition plays role in various mental disorders. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 | 40 |  | 10 |  |  | 60 |
| CO2 |  |  |  | 30 |  |  | 30 |
| CO3 |  |  | 10 | 10 |  |  | 20 |
| CO4 | 10 |  | 20 |  |  |  | 30 |
| CO5 | 5 | 25 |  |  |  |  | 30 |
| CO6 |  |  |  |  | 10 |  | 10 |
| **Total** | **25** | **65** | **30** | **50** | **10** |  | **180** |

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| **Course Code** | **21CP3011** | **Duration** | **3hrs** |
| **Course Name** | **PSYCHOTHERAPEUTIC TECHNIQUES – I** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define Psychotherapy. | CO1 | U | 5 |
|  | b. | Elaborate on the goals of Psychotherapy. | CO1 | R | 10 |
|  | c. | Write a short note on the need for Psychotherapy. | CO1 | A | 5 |
|  |  | **(OR)** |  |  |  |
| 2. |  | What are the different methods of research in psychotherapy? | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | What do you understand by assessment and comment on its importance during Psychotherapy? | CO3 | An | 5 |
|  | b. | Comment on the importance of Rapport establishment in the therapeutic process. | CO3 | U | 5 |
|  | c. | Explain the various methods of behavior coding in the therapeutic process. | CO3 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain the process of assessment in psychotherapy. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Briefly explain designing a framework for psychotherapy. | CO3 | E | 10 |
|  | b. | List the issues faced by psychologists during psychotherapy. | CO6 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | What are the different related techniques under psychotherapy? | CO5 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Elaborate on traditional methods of therapy. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain the different issues in psychotherapy in India. | CO6 | An | 10 |
|  | b. | What are the different aspects which need to be addressed before selecting a case? | CO3 | An | 10 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Describe Case Conceptualization. | CO4 | An | 5 |
|  | b. | Explain pragmatic issues which a therapist may encounter in psychotherapy. | CO3 | A | 5 |
|  | c. | How do relaxation techniques help in therapeutic settings? | CO5 | A | 5 |
|  | d. | Comment on mindful meditation. | CO5 | U | 5 |

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|  | **COURSE OUTCOMES** |
| CO1 | Determine the essentials required for the therapeutic process. |
| CO2 | Examine the types of therapeutic practices followed in India. |
| CO3 | Reflect on the dynamics which play an important role in the therapeutic process. |
| CO4 | Decide on methods to be followed in the process. |
| CO5 | Develop and work on various techniques which supplement the therapeutic intervention. |
| CO6 | Comment on the issues faced in therapeutic practices in India. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 | 5 | 5 |  |  |  | 20 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  | 25 | 15 | 15 | 10 |  | 65 |
| CO4 |  |  | 20 | 5 |  |  | 25 |
| CO5 |  | 5 | 25 |  |  |  | 30 |
| CO6 |  |  |  | 20 |  |  | 20 |
| **Total** | **10** | **35** | **85** | **40** | **10** |  | **180** |

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| **Course Code** | **21CP3014** | **Duration** | **3hrs** |
| **Course Name** | **PSYCHOPATHOLOGY – II** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define anxiety and discuss the causes and symptoms of anxiety disorders. | CO2 | U | 10 |
|  | b. | Distinguish Panic attacks and Phobia. | CO5 | AN | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the DSM V criteria, symptoms and clinical features and treatment for Obsessive Compulsive Disorder. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Mrs.XY is a 40-year-old married woman, having two children. She lost her husband Seven years before and she also has the history of having PCOS for quite long time. Six years ago, she started showing symptoms characterized by depressed mood, irritability, diminished interest in her usual activities, loss of appetite, weight loss, lack of energy, poor concentration, insomnia, and recurrent thoughts of death, such as “It would be nice not being alive.” These symptoms led to impaired work and social functioning. She has recurrent episodes of these symptoms. Her mother also had similar symptoms in the past. She is continuously worried about her health, children future and has mood swings, irritability, and severe headaches, which were extremely distressing.  Critically analyze the disorder she is going through and outline the DSM V criteria and clinical picture of the identified disorder. | CO4 | AN | 10 |
|  | b. | Summarize the causes of bipolar I disorder. | CO2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Enumerate various stages of normal sleep. | CO1 | R | 10 |
|  | b. | The patient is a 32-year-old man, has trouble sleeping as his main complaint. The last six weeks have seen trouble getting to sleep and staying asleep, which is the history of the current disease. Exercise promotes sleep, which is worsened by stress, crying infants, and excessive computer use. Heat sensation but no night sweats. Patient feels restless till 1-2am after going to bed at 11 p.m. He wakes up oncegenerally between 4-5am to go to the restroom. His vital indicators are 13 breaths per minute, a pulse of 64 beats per minute, and a body temperature of 98.8 degrees Fahrenheit.  Critically evaluate the disorder he is going through and Justify it based on the DSM V criteria and clinical picture of the identified disorder. | CO4 | E | 10 |
|  |  |  |  |  |  |
| 5. | a. | Explain the negative and positive symptoms of schizophrenia. | CO6 | U | 10 |
|  | b. | Define: Schizophrenia. Critically evaluate the causes of Schizophrenia. | CO1 | E | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Mr. XX is a 47 years old male patient, a plumber by occupation was brought by the mother to the Hospital showed symptoms of irrelevant and continuous self-talk, self-laughing, increased anger, and suspiciousness towards mother, fears that neighbor coming to kill him, always says don’t kill me, hearing a male voice, talking about wife and son that they are coming now, always calling police by saying neighbors talking through a computer, and satellite, running away from home, wandering tendency with sleeplessness, poor appetite, and thirst. Complaints started one month back with sleeplessness, use to sleep only for 2-3 hours, consulted a psychiatrist and admitted to private psychiatric hospital for 9 days. After coming home, he ran away from home, wandering tendency started again, managing him at home was difficult so they came to the hospital with the above complaints.The patient and his wife use to have constant quarrels at home and got divorced 6 years back, having one son now staying with the wife. He tried to meet his son after the divorce but the wife did not allow him. The patient is now staying with the mother. No neurotic traits in childhood. His Premorbid personality is very reserved, introverted, fastidious, and religious.  i) Examine the type of disorder he was going through and justify it based on DSM 5 criteria.  ii) Validate it based on the symptoms and causes, you could find out from this case study regarding the disorder. | CO4  CO6 | A  C | 10  10 |
|  |  |  |  |  |  |
| 7. |  | Describe the etiology, symptoms and DSM criteria for Delirium disorder. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Sketch the different types of dissociative disorders with symptoms. | CO6 | A | 10 |
|  | b. | Distinguish Epilepsy and Tumor. | CO5 | AN | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Debate how psychological distress can make someone ill without causing physical symptoms. | CO6 | E | 10 |
|  | b. | Explain the psychological and biological factors associated with sexual dysfunction. | CO5 | A | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Demonstrate understanding of skills required to diagnose various disorders. |
| CO2 | Analyze the causes of various mental disorders. |
| CO3 | Apply the various therapeutic approaches followed for treatment. |
| CO4 | Demonstrate mastery of skills required for psychopathological formulation. |
| CO5 | Contrast and compare the models of etiology of mental disorders. |
| CO6 | Demonstrate understanding of the various manifestations of psychopathology. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 | 20 |  |  | 10 |  | 40 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 |  |  | 10 | 10 | 10 |  | 30 |
| CO5 |  |  | 10 | 20 |  |  | 30 |
| CO6 |  | 10 | 10 |  | 10 | 10 | 40 |
|  | | | | | | | **180** |

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| **Course Code** | **21CP3015** | **Duration** | **3hrs** |
| **Course Name** | **PSYCHOTHERAPEUTIC TECHNIQUES-II** | **Max. Marks** | **100** |

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| **Q. No** | **Questions** | | | **Course Outcome** | | **Bloom’s Level** | **Marks** | |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | | | | |
| 1. | | a. | Which therapy would be most suitable for those with migraines, high blood pressure, and sleep issues? Explain the process involved. | CO5 | E | | | 12 |
|  | | b. | What makes psychoanalytic therapy different from other forms of treatment? | CO4 | An | | | 8 |
|  | |  | **(OR)** |  |  | | |  |
| 2. | | a. | What are the major differences between Directive and Non-Directive Counselling approaches? | CO4 | U | | | 12 |
|  | | b. | How does Aversion Therapy work? | CO1 | R | | | 8 |
|  | |  |  |  |  | | |  |
| 3. | | a. | Give a case vignette example of a client who can be helped by Gestalt and explain the process involved. | CO5 | C | | | 12 |
|  | | b. | Can a homosexual be treated against his wish if brought by his parents? Give reasons. | CO1 | E | | | 8 |
|  | |  | **(OR)** |  |  | | |  |
| 4. | | a. | If a person has been referred to you for being oover-critical which of the therapies would you adopt? Explain the overview of the therapy, | CO5 | E | | | 12 |
|  | | b. | Who developed Logotherapy, and under what conditions did it evolve? | CO1 | R | | | 8 |
|  | |  |  |  |  | | |  |
| 5. | | a. | Mention briefly the process involved in Crisis Intervention in disasters. | CO5 | A | | | 12 |
|  | | b. | What are the advantages of brief psychotherapy? | CO2 | A | | | 8 |
|  | |  | **(OR)** |  |  | | |  |
| 6. | | a. | Name the objective of Couple’s Therapy. | CO3 | R | | | 12 |
|  | | b. | Why do patients resist Hospitalization? | CO2 | E | | | 8 |
|  | |  |  |  |  | | |  |
| 7. | | a. | What are the advantages of Systemic Therapy? | CO1 | An | | | 12 |
|  | | b. | Give a case example of a client needing more than one therapy, mentioning the reasons for it. | CO6 | C | | | 8 |
|  | |  | **(OR)** |  |  | | |  |
| 8. | | a. | How does Play Therapy Work? | CO5 | U | | | 12 |
|  | | b. | Enumerate briefly the indications for use of Hypnosis and its disadvantages. | CO2 | E | | | 8 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | | | |
| 9. | | a. | Enumerate the clinical populations for whom Group Therapy can be used, and explain any one of them. | CO3 | R | | | 12 |
|  | | b. | Mention briefly the indications and contraindications for Family Therapy. | CO5 | U | | | 8 |

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|  | **COURSE OUTCOMES** |
| CO1 | Work on different forms of treatment techniques. |
| CO2 | Compare the dynamics for individual therapy sessions. |
| CO3 | Comment on the dynamics of group therapy sessions. |
| CO4 | Distinguish between counseling and therapy. |
| CO5 | Apply various psychological therapies. |
| CO6 | Design a specific eclectic therapeutic approach for mental disorders. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 16 |  |  | 12 | 8 |  | **36** |
| CO2 |  |  |  | 8 | 16 |  | **24** |
| CO3 |  | 24 |  |  |  |  | **24** |
| CO4 |  | 12 |  | 8 |  |  | **20** |
| CO5 |  | 20 | 12 |  | 24 | 12 | **68** |
| CO6 |  |  |  |  |  | 8 | **8** |
| **Total** | **16** | **56** | **12** | **28** | **48** | **20** | **180** |

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| **Course Code** | **21CP3016** | **Duration** | **3hrs** |
| **Course Name** | **PSYCHOMETRICS AND STATISTICS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | | | **Course Outcome** | | | **Bloom’s Level** | | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | | | | | | |
| 1. | a. | | What are the components of psychometric test? Briefly explain its uses, limitation and ethical issues in testing. A child is tested and found to have a mental age of 7 years. The child’s chronological age is 15 years. What is the IQ of this child? | | CO1 | | | U | | 10 |
|  | b. | | Explain comparative and non-comparative scales of measurement. In a psychological experiment conducted among 200 people the following data is obtained. Calculate weighted arithmetic mean and find the conclusion of the test.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Strongly agree(5) | Agree (4) | Neither(3) | Disagree(2) | Strongly disagree(1) | | No of people selected | 20 | 10 | 15 | 55 | 100 | | % | 0.1 | 0.05 | 0.075 | 0.275 | 0.5 | | | CO1 | | | An | | 10 |
|  |  | | **(OR)** | |  | | |  | |  |
| 2. | a. | | Explain distractor analysis, difficulty index and item discrimination in psychological assessment test. In a psychological test conducted among 200 people, 190 people answered the question number 5 correctly. What is the p value of the question? Is it a difficult or easy item? | | CO2 | | | An | | 10 |
|  | b. | | Define validity and reliability. Explain the different types of reliability and methods of validity. | | CO2 | | | U | | 10 |
|  |  | |  | |  | | |  | |  |
| 3. | a. | | A teacher assessed children’s in terms of aptitude and perseverance. A rating scale of 0- 100 was used and the following table summarizes the rating of children. Obtain Spearman rank correlation for aptitude and perseverance.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Aptitude | 75 | 30 | 60 | 80 | 53 | 35 | 15 | 40 | 38 | 48 | | Perseverance | 85 | 45 | 54 | 91 | 58 | 63 | 35 | 43 | 45 | 44 | | | CO3 | | | An | | 10 |
|  | b. | | Calculate the Karl Pearson correlation coefficient for the following data   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | X | 1 | 3 | 4 | 5 | 7 | 8 | 10 | | Y | 2 | 6 | 8 | 10 | 14 | 16 | 20 | | | CO3 | | | An | | 10 |
|  |  | | **(OR)** | |  | | |  | |  |
| 4. | |  | | Obtain the regression equation of the line X on Y for the following data. Also find the value of X when Y = 20.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | X | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | | Y | 4 | 2 | 5 | 10 | 4 | 11 | 12 | 14 | | | CO3 | An | | 20 | |
|  | |  | |  | |  |  | |  | |
| 5. | | a. | | The mean breaking strength of cables supplied by a manufacturer is 1800 with a standard deviation of 100. By a new technique in the manufacturing process, it is claimed that the breaking strength of the cables have increased. In order to test the claim, a sample of 50 cables were tested. It is found that the mean breaking strength is 1850. Can the claim be accepted at 0.01 level of significance? (Z tab = 2.33 for 1% level of significance). | | CO4 | An | | 10 | |
|  | | b. | | A random sample of 25 tyres from a large consignment gave the average life of the tyre’s 38000 km and standard deviation of 5000 km. Could the sample come from a population with mean life of tyre 40000 km? Use the level of significance at 5%. | | CO4 | An | | 10 | |
|  | |  | | **(OR)** | |  |  | |  | |
| 6. | | a. | | Two random samples from a normal population yielded the following results.   |  |  |  | | --- | --- | --- | | Sample | Size | Variance | | 1 | 16 | 53 | | 2 | 21 | 32 |   Test whether the two variances are equal using F test at 5% level of significance | | CO4 | An | | 10 | |
|  | | b. | | The following table gives the responses of 400 participants on the question numbers 5 and 10 of a personality test inventory. Using Chi-Square Test, find whether the question number 5 and 10 are independent.   |  |  |  | | --- | --- | --- | | Question no 5 / 10 | Yes | No | | Yes | 180 | 120 | | No | 90 | 10 | | | CO4 | An | | 10 | |
|  | |  | |  | |  |  | |  | |
| 7. | | a. | | The following data are got from an investigation.   |  |  |  |  | | --- | --- | --- | --- | | Sample | No.of cases | Mean wages | S.D of wage | | 1 | 50 | Rs.181 | Rs.3.0 | | 2 | 75 | Rs.179 | Rs.3.6 |   Find out whether the two mean wages differ significantly | | CO4 | An | | 10 | |
|  | | b. | | Find the rank correlation coefficient for the following data   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | x | 22 | 26 | 29 | 30 | 31 | 34 | 35 | | y | 20 | 20 | 21 | 29 | 27 | 27 | 31 | | | CO4 | An | | 10 | |
|  | |  | | **(OR)** | |  |  | |  | |
| 8. | | a. | | Write briefly the essential steps of planning a research. | | CO5 | U | | 10 | |
|  | | b. | | Describe in detail the various components of research report according to American Psychological Association. | | CO5 | U | | 10 | |
| **PART – B (1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | | | | | |
| 9. | | a. | | What is plagiarism? Explain the different types of plagiarism in research report writing? How one should avoid plagiarism? | | CO6 | U | | 10 | |
|  | | b. | | What is intellectual property right? Briefly explain the different types of IPR. | | CO6 | U | | 10 | |

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|  | **COURSE OUTCOMES** |
| CO1 | Recognize the nature and uses of psychological tests. |
| CO2 | Identify the methods of validity and reliability. |
| CO3 | Measure the relationships between research variables. |
| CO4 | Apply the inferential statistics to find conclusions. |
| CO5 | Demonstrate the skills of reporting the research. |
| CO6 | Develop skills to avoid plagiarism in reporting research. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 10 |  | 10 |  |  | 20 |
| CO2 |  | 10 |  | 10 |  |  | 20 |
| CO3 |  |  |  | 40 |  |  | 40 |
| CO4 |  |  |  | 60 |  |  | 60 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  | 20 |  |  |  |  | 20 |
|  | | | | | | | **180** |

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| **Course Code** | **21CP3017** | **Duration** | **3hrs** |
| **Course Name** | **CLINICAL ASSESSMENTS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define assessments. How is it different from Testing? Elaborate on the need for testing and assessment. | CO1 | U | 10 |
|  | b. | State the purpose of Assessments in Clinical Settings. | CO5 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 2 |  | What is Case Conceptualisation? Explain the role of assessments in therapeutic settings | CO3 | An | 20 |
|  |  |  |  |  |  |
| 3. | a. | What are the different types of Reliability? | CO1 | R | 10 |
|  | b. | What are the different types of Validity? | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Define Psychometric Approach to assessments. Throw light on the advantages psychometrics have over projective techniques. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Write a note on the Validity Scales and Clinical Scales of MMPI – II. | CO4 | U | 10 |
|  | b. | Elaborate on the usage of the Anxiety test. | CO4 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Illustrate the development of the Beck Depression Inventory as a clinical tool. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Throw light on the theoretical foundation of TAT and briefly elaborate on the administration of TAT. | CO4 | A | 10 |
|  | b. | Write a note on House-Tree-Person. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Define Projective Technique. Elaborate on the theoretical foundation of these techniques. | CO2 | An | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | 16 years old was referred to you for behavioral problems and numerous complaints by his parents. He is constantly in bad mood, picks-up fights with fellow students and siblings, and is unable to control his temper. Upon inquiry, it was revealed that the parents of the child are separated and the child does not have friends in college. He is also undergoing a relationship issue and the couple had been through breakup multiple times. He is not able to comprehend the exact cause of his behavioral problem.  Design the appropriate approach for this case. | CO1 | E | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Understand the dynamics involved in clinical testing. |
| CO2 | Implement the classification of various forms of psychological testing. |
| CO3 | Identify clinical symptoms, causal factors, and the development of various psychological disorders. |
| CO4 | Comprehend various assessment techniques of psychopathology. |
| CO5 | Figure out various preventive and treatment methods of psychopathology through testing. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **Cos** | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | 10 |  |  | 20 |  | 50 |
| CO2 |  |  |  | 20 |  |  | 20 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  | 60 | 20 |  |  |  | 80 |
| CO5 |  |  | 10 |  |  |  | 10 |
| **Total** | **20** | **70** | **30** | **40** | **20** |  | **180** |

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| **Course Code** | **21CP3023** | **Duration** | **3hrs** |
| **Course Name** | **NEUROPSYCHOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain localization and lateralization concepts and their relevance to present findings in the field of Neuropsychology. | CO1 | Evaluate | 10 |
|  | b. | Discuss the two classical cases in the field of neuropsychology and their contribution in the respective field. | CO3 | Analyze | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain action potential with a diagram. | CO1 | Remember | 10 |
|  | b. | What is a neuron? Explain each and every part of the neuron and how communication happens between neurons. | CO1 | Understand | 10 |
|  |  |  |  |  |  |
| 3. | a. | What are the classifications of neurotransmitters? | CO1 | Remember | 10 |
|  | b. | Discuss the role of neurotransmitters in any 3 psychiatric disorders in detail. | CO2 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | What are the cortical and sub-cortical structures of the brain? Explain their functions in detail. | CO3 | Evaluate | 10 |
|  | b. | Explain the underlying concepts of the Blood-brain barrier. | CO3 | Remember | 10 |
|  |  |  |  |  |  |
| 5. | a. | Write a brief note on glial cells and their functions. | CO3 | Remember | 10 |
|  | b. | Elucidate the functions of the occipital lobe and disorders related to it. A brief note on neuropsychological assessment was used. | CO4 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Discuss learning theories and their connection with neuropsychology. | CO2 | Analyze | 10 |
|  | b. | What are the major classifications of memory? | CO2 | Remember | 10 |
|  |  |  |  |  |  |
| 7. | a. | Elucidate the role of the HPA-axis in anxiety disorder. | CO5 | Understand | 10 |
|  | b. | Discuss the neurological basis of learning. | CO2 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | How to reward pathways are responsible for addiction? Discuss briefly on it. | CO3 | Evaluate | 10 |
|  | b. | Elaborate on parietal lobe dysfunction and mention theassessment to identify the functional damage of the parietal lobe. | CO6 | Remember | 10 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | How neuroscience of learning theories can be applied in psychotherapy? | CO2 | Apply | 10 |
|  | b. | What are the types of agnosia? Discuss the brain regions responsible for gnostic functions. | CO3 | Analyze | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Comprehend the neurological basis for cognitive functions. |
| CO2 | Implement the neurological basis for Learning and Memory in understanding the relevant disorders. |
| CO3 | Determine the functions of different parts of the brain. |
| CO4 | Demonstrate the neuropsychological assessments for selected psychiatric conditions. |
| CO5 | Identify the neurological and psychosomatic changes responsible for the formation of personality. |
| CO6 | Acquainted with neurological assessment and their purposes. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | 10 |  |  | 10 |  | **40** |
| CO2 | 10 | 20 | 10 | 10 |  |  | **50** |
| CO3 | 20 |  |  | 20 | 20 |  | **60** |
| CO4 |  | 10 |  |  |  |  | **10** |
| CO5 |  | 10 |  |  |  |  | **10** |
| CO6 | 10 |  |  |  |  |  | **10** |
| **Total** | **60** | **50** | **10** | **30** | **30** |  | **180** |



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| **Course Code** | **21CP3001** | **Duration** | **3hrs** |
| **Course Name** | **HISTORY AND PHILOSOPHY OF PSYCHOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Comment on early schools of psychology. | CO1 | R | 10 |
|  | b. | Point of the difference between different theoretical perspectives of psychology. | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Is clinical psychology a branch of applied psychology? Elaborate on your answer. | CO4 | A | 10 |
|  | b. | Discuss the Freudian school of thought and its contribution to the field. | CO5 | A | 10 |
|  |  |  |  |  |  |
| 3. | a. | Discuss the relationship between Philosophy and Psychology. | CO2 | U | 10 |
|  | b. | Explain how different perspectives describe the problem of a panic attack in any individual. | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Discuss Buddhist Psychology. | CO6 | R | 10 |
|  | b. | Write notes on the implications of Karma and Dharma in Psychology. | CO6 | U | 10 |
|  |  |  |  |  |  |
| 5. |  | What do you understand by Applied Psychology? Explain briefly the various fields of applied Psychology. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | What is Clinical Assessment? What is the difference between testing and Assessment? | CO3 | U | 10 |
|  | b. | Write a brief note on the emergence of psychology in India. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | A 3-year-old child is having a lot of issues in writing and is not able to understand and comprehend the instructions given in school. What are the different fields of psychology which can help us in understanding the reasoning behind this problem or help us to solve this issue for the child? | CO4 | A | 10 |
|  | b. | A 29-year-old divorced male approached you for counseling. He has reported difficulty in sleeping and loss of appetite. He has also observed significant changes in his moods recently, he gets easily irritated. Design an assessment plan for the person and elaborate on the crucial points which you feel are necessary in this case. | CO3 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Write down the steps involved in clinical assessment for approaching a client with low Self Confidence issues. | CO3 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | What are the different issues faced by Psychologists in India? | CO3 | U | 10 |
|  | b. | What are the various difficulties a practitioner has to undergo while conducting a session with the client? | CO3 | U | 10 |

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|  | **COURSE OUTCOMES** |
| CO1 | Trace the historical contributions to psychology around the world and their contribution to modern psychology. |
| CO2 | Critically evaluate different philosophical perspectives of the mind. |
| CO3 | Linking the various facets of psychology to practical aspects of Clinical psychology. |
| CO4 | Determine the various field in applied psychology apart from Clinical psychology |
| CO5 | Compare the development of different schools of psychology. |
| CO6 | Comment and analyze the emergence of psychology in India. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 |  |  |  |  |  | 10 |
| CO2 |  | 10 |  |  |  |  | 10 |
| CO3 |  | 30 | 30 |  |  |  | 60 |
| CO4 | 20 |  | 20 |  |  |  | 40 |
| CO5 |  | 20 | 10 |  |  |  | 30 |
| CO6 | 20 | 10 |  |  |  |  | 30 |
|  | | | | | | | **180** |