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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | 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. | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss Eysenck’s theory of personality and his contribution to the field. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. | a. | Elaborate on Carl Jung’s Theory of Personality. | CO4 | U | 10 |
|  | b. | Elaborate on the personality theory given by Eric Erikson. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Write detailed notes on the Need Hierarchy theory. | CO4 | R | 10 |
|  | b. | What does the incongruency between the Real and Ideal Self mean? Explain with diagram. | CO6 | U | 10 |
|  |  |  |  |  |  |
| 5. |  | Discuss any one trait theorist in detail and compare his theory with other theorists. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write a short note on the theory developed by Costa Jr. and Mc Crae. | CO4 | U | 10 |
|  | b. | Discuss the personality theory given by Gordon Alport. | CO4 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | Discuss concepts of Individual psychology. | CO5 | R | 10 |
|  | b. | Throw light o Viktor Frankl’s contribution to the field. | CO5 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Illustrate the concepts of Gestalt Psychology. | CO6 | R | 10 |
|  | b. | Briefly discuss Eastern perspectives of psychology. | CO1 | A | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Sigmund Freud’s contribution to the field of modern psychology. | CO6 | A | 20 |

CO – COURSE OUTCOME BL – BLOOMS’ LEVEL

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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 | 10 |  | 10 |  |  |  | 20 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 | 10 | 40 |  |  |  |  | 50 |
| CO5 | 10 | 10 | 10 |  |  |  | 30 |
| CO6 | 10 | 10 | 20 |  |  |  | 40 |
|  | | | | | | | **180** |



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| **Course Code** | **21CP3004** | **Duration** | **3hrs** |
| **Course Name** | **COGNITIVE PSYCHOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain the recent trends in the field of cognitive neuroscience with examples. | CO1 | E | 10 |
|  | b. | What is bottom-up and top-down processing? Explain in detail and applications of it. | CO4 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the neuroscience of visual processing | CO2 | R | 10 |
|  | b. | What are the concepts in perceptual organizations? | CO1 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | What are theories of attention? | CO3 | R | 10 |
|  | b. | Explain the neuropsychology of language. | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elucidate the concepts in perception and sensation. | CO3 | E | 10 |
|  | b. | Write a note on language theories. | CO5 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Explain auditory processing neuroscience with a diagram. | CO2 | R | 10 |
|  | b. | What is circadian rhythm and explain its importance? | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write down the influence of perception on social cognition. | CO6 | An | 10 |
|  | b. | Explain action potential with a diagram. | CO2 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | How learning impacts conditioning explains the cognitive science aspect. | CO6 | U | 10 |
|  | b. | Role of subliminal perception in consumer behavior. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | A brief note on convergent and divergent thinking. | CO3 | E | 10 |
|  | b. | Write a note on problem-solving approaches | CO3 | R | 10 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Piaget’s stages of cognitive development. | CO3 | R | 10 |
|  | b. | Application of concepts in sensation and perception. | CO4 | An | 10 |

CO – COURSE OUTCOME BL – BLOOMS’ LEVEL

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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 |  | 10 |  |  | 10 |  | 20 |
| CO2 | 30 |  |  |  |  |  | 30 |
| CO3 | 30 |  |  |  | 20 |  | 50 |
| CO4 |  | 20 |  | 20 |  |  | 40 |
| CO5 | 10 | 10 |  |  |  |  | 20 |
| CO6 |  | 10 |  | 10 |  |  | 20 |
|  | | | | | | | **180** |



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| **Course Code** | **21CP3008** | **Duration** | **3hrs** |
| **Course Name** | **ADVANCE GENERAL PSYCHOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Who coined the concept of creativity? Explain his theory in detail. | CO1 | R | 10 |
|  | b. | Discuss the relationship between Creativity and intelligence. | CO1 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | What are the different altered states of consciousness? | CO5 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Define Intelligence. Explain various theories of Intelligence. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Write a note on Gardner’s Theory of Intelligence and its application. | CO4 | A | 10 |
|  | b. | Write a note on Sternberg’s Triarchic theory of intelligence and application. | CO4 | A | 10 |
|  |  |  |  |  |  |
| 5. |  | Explain different models of memory in detail. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on the application of theories of motivation. | CO3 | A | 10 |
|  | b. | What is the role of Mnemonics in retrieval? | CO3 | An | 10 |
|  |  |  |  |  |  |
| 7. |  | What are the different theories of intelligence and their practical application? | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Illustrate various stages of sleep-in detail and also discuss brain waves in each stage. | CO2 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Elaborate on the relationship between Creativity and intelligence. | CO2 | An | 10 |
|  | b. | Discuss factors affecting the intelligence of an individual. | CO6 | A | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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 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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 | 20 |  | 10 |  |  | 40 |
| CO2 |  | 20 | 20 | 10 |  |  | 50 |
| CO3 |  |  | 10 | 10 |  |  | 20 |
| CO4 | 10 |  | 20 |  |  |  | 30 |
| CO5 | 5 | 25 |  |  |  |  | 30 |
| CO6 |  |  | 10 |  |  |  | 10 |
|  | | | | | | | **180** |



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| **Course Code** | **21CP3008** | **Duration** | **3hrs** |
| **Course Name** | **ADVANCE GENERAL PSYCHOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define Intelligence. Explain any three theories of Intelligence with their application. | CO4 | A | 10 |
|  | b. | Discuss the various factors affecting the development of intelligence among children. | CO1 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Who has coined the concept of creativity? Explain his theory in detail. | CO2 | U | 10 |
|  | b. | Elaborate on the relationship between Creativity and intelligence | CO4 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Elaborate on the process of Memory. | CO3 | R | 10 |
|  | b. | What is the clinical relevance of the study of memory in practice? | CO3 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Discuss the different aspects of forgetting Curve and its application. | CO3 | R | 10 |
|  | b. | What is the role of mnemonics in the field of psychology? | CO3 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | What is an altered state of consciousness? Briefly explain how is sleep an altered state of consciousness. | CO2 | U | 10 |
|  | b. | Write a note on Sleep and explain its role in our psychological well-being. | CO2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain in detail the stages of sleep along with brain waves. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Write an elaborative note on emotions. How are they different from Mood? | CO1 | U | 10 |
|  | b. | What is motivation? Why understanding motivation plays a role in psychology? | CO1 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Write a note on the biological basis of emotions. | CO2 | U | 10 |
|  | b. | Write a note on any two theories of motivation. | CO1 | R | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Sid, a 12-year boy has been brought to notice by his class teacher and other subject teacher for poor academic studies. He is in 7th std. He seems to be not interested in studies and doesn’t take an effort to learn his lessons. On inquiry, he says he studies the concept but is unable to write in exams. His parents are also not in a position to help since they have not completed their schooling also. They are migrant workers but they want him to study and succeed in his life.  Point out the concepts which you have studied in General Psychology to help the child to overcome his difficulty. Validate your answer with appropriate reasoning. | CO6 | An | 10 |
|  | b. | Case 1. You are watching a horror movie with your friends in the theatre, and suddenly a friend of yours starts screaming in the middle of a movie on a horror scene which makes you scream in response.  Case 2. You go to a park and you see a stray dog running aimlessly in the park. Your initial reflex is to run but then you don’t run.  Identify which theory of emotion is working in both cases and validate your answer (5+5) | CO5 | An | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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 a role in various mental disorders. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 | 30 |  |  |  |  | **40** |
| CO2 |  | 60 |  |  |  |  | **60** |
| CO3 | 30 |  | 10 |  |  |  | **40** |
| CO4 |  | 10 | 10 |  |  |  | **20** |
| CO5 |  |  |  | 10 |  |  | **10** |
| CO6 |  |  |  | 10 |  |  | **10** |
|  | **40** | **100** | **20** | **20** |  |  | **180** |



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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Discuss Clinical Psychology evolvement over time and major milestones. | CO3 | U | 10 |
|  | b. | In clinical psychology, how do normal and abnormal behavior concepts contribute to our understanding of mental health? | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2 | a | What are the main roles and responsibilities of a clinical psychologist? | CO1 | R | 10 |
|  | b. | Discuss the purpose and significance of the Diagnostic and Statistical Manual of Mental Disorders (DSM) in the field of mental health. | CO2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 3 | a | How do ethical standards play a role in resolving ethical issues in the clinical setting? | CO3 | R | 10 |
|  | b | Discuss the importance of competence, human relations, privacy, and confidentiality in maintaining ethical standards. | CO3 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Discuss the importance of clinical sensitivity and empathy in formal assessment. | CO4 | R | 10 |
|  | b. | Describe the importance of rapport and the clinical relationship in formal assessment. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 5. | a. | Explain the method of behavioral assessment in informal assessment. | CO4 | R | 10 |
|  | b. | Explain the significance of a mental status examination within the informal assessment. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | What is the process of interpretation in clinical psychology? | CO5 | R | 10 |
|  | b. | Describe the process of writing psychological reports based on assessment findings. | CO5 | U | 10 |
|  |  |  |  |  |  |
| 7. | a. | Discuss the ethical issues that can arise when writing psychological reports. | CO3 | R | 10 |
|  | b. | How can clinical psychologists ensure that their interpretations of assessment findings are unbiased and objective? | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What are some key Indian approaches to clinical psychology? | CO1 | R | 10 |
|  | b. | How do Indian approaches to clinical psychology differ from Western approaches? | CO6 | U | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the role of breathing exercises in Indian clinical psychology. How do these exercises promote mental well-being and support therapeutic interventions? | CO5 | R | 10 |
|  | b. | What are the potential therapeutic effects of medication on individuals experiencing mental health difficulties? | CO6 | U | 10 |

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| **Course Code** | **21CP3009** | **Duration** | **3hrs** |
| **Course Name** | **INTRODUCTION TO CLINICAL PSYCHOLOGY** | **Max. Marks** | **100** |

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|  | **COURSE OUTCOMES** |
| CO1 | Apply the various ways of assessment in clinical psychology. |
| CO2 | Demonstrate the ability to use DSM V and ICD 10 classificatory systems. |
| CO3 | Determine the foundational principles of ethics in clinical psychology. |
| CO4 | Apply the various ways of assessment in Clinical psychology. |
| CO5 | Comprehend the assessment findings. |
| CO6 | Demonstrate mastery of skills required for the psycho-pathological formulation. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 30 |  |  |  |  |  | 30 |
| CO2 |  | 10 |  |  |  |  | 10 |
| CO3 | 20 | 20 |  |  |  |  | 40 |
| CO4 | 20 | 20 |  |  |  |  | 40 |
| CO5 | 20 | 20 |  |  |  |  | 40 |
| CO6 |  | 20 |  |  |  |  | 20 |
| **Total** | **90** | **90** |  |  |  |  | **180** |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL



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| --- | --- | --- | --- |
| **Course Code** | **21CP3010** | **Duration** | **3hrs** |
| **Course Name** | **PSYCHOPATHOLOGY – I** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define abnormality. Discuss different criteria of understanding the concept of abnormality. | CO1 | U | 10 |
|  | b. | Shalom is getting more and more nervous about going out alone. When she goes to the store or even just as far as the corner Xerox shop, she insisted that her mother or sister go with her. She no longer goes to festivals or church (things she once enjoyed) since the idea of being in a crowd terrifies her so much, regardless of whether someone is with her. Within the walls of her house, she leads a limited life. She started avoiding her peers and these days prefers to stay by herself all the time. Things that had once attracted her curiosity no longer made her happy. Her college academic performance has gotten so bad that everyone is now concerned for her health. Her family members are worried that she might be dealing with a psychological issue.  i) Examine the behaviors that Shalom is exhibiting, which are making her family to be worried?  ii) Discuss the reasons why family members think that Shalom has a psychological issue and justify it based on the parameter of abnormal behaviour. | CO1  CO1 | A  An | 5  5 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Describe the parental and family factors as potential psychosocial causes of psychopathology. | CO1 | A | 10 |
|  | b. | Explain the abnormal behaviour from Neuro -Biological perspective. | CO1 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Raja is a very impulsive individual who finds it challenging to make plans or commit to a task for any length of time. He has lost multiple jobs because he was caught stealing or absent frequently due to infrequent binges of alcohol and gambling. He consistently holds his employer accountable for his termination and refuses to acknowledge that his terrible work history is a result of his own actions. Although he tends to be charming and likeable to women, they quickly become weary of his careless actions, frequent financial sponging, and general lack of consideration. He has had numerous disagreements with the authorities due to his unstable temper and disregard for societal norms, but he always finds a way to charm his way out and has never been found guilty of a crime.  Compare and Contrast psychodynamic and humanistic approaches behind his abnormal behaviour. | CO2 | An | 10 |
|  | b. | Examine critically the main point of the cognitive perspective on abnormal behaviour with an illustration. | CO2 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain abnormal behaviour in terms of Humanistic-Existential perspective. | CO2 | U | 10 |
|  | b. | Discuss the view point of Socio-Cultural perspective to understand abnormal behaviour. | CO2 | A | 10 |
|  |  |  |  |  |  |
| 5. | a. | Discuss the different models of stress. | CO3 | U | 10 |
|  | b. | Distinguish Adjustment and Post traumatic disorder. | CO3 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Mrs. J, a 25-year-old female, was brought to our hospital by her brother and her mother. She had no previous history of mental illness and hospitalization. She was brought with a chief complaint of her inability to recognize her family and claiming that they were her enemies. On her presentation, she was very irritable, disturbed, and physically aggressive towards her brother and mother. She had poor self-care, unmade hair, and dressed in a disorganized manner. As her brother reported, she was found on the street while she was shouting and trying to beat others in the town three days before her presentation. When her brother got her, she claimed him as her enemy and threw a stone at him for which other people helped him to control her. Her brother said that he found her fourteen months after she left her home village. Fifteen months back, she faced a severe traumatic event following the ethnic conflict in her village, where she lost her husband and three children during that conflict. Her brother reported that during the conflict she was in another nearby village, and when she came back to her home, she saw her husband and her three children slaughtered and all her properties destroyed. After three weeks, she started to claim as if her husband and children have not died and as if they were somewhere else. Fourteen months later (3 days before her presentation to the clinic), her brother unexpectedly found her in another town which is about 1000 km far away from the internally displaced community’s camp she escaped from. When he found her, she could not recognize him and claimed him as her enemy.   1. Critically analyze the type of disorder the patient is suffering and discuss the diagnostic criteria based on DSM 5. 2. Assess the clinical presentations of the client and etiology of the disorder. | CO4  CO5 | An  A | 10  10 |
|  |  |  |  |  |  |
| 7. | a. | Describe the types of personality disorders that fall in the Cluster B. | CO3 | R | 10 |
|  | b. | Sketch the main characteristics of Cluster C personality disorders with an example. | CO6 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What is mental retardation? Discuss the nature and classification of it. | CO4 | U | 10 |
|  | b. | Examine the causes of mental retardation. | CO5 | A | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Define: Autism Spectrum Disorder. Elucidate the symptoms and causes of Autism Spectrum Disorder. | CO6 | U | 10 |
|  | b. | List down the types of ADHD and describe the symptoms and causes of ADHD. | CO4 | U | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | Distinguish between normal and abnormal behaviour. |
| CO2 | Know the theoretical perspective towards abnormal behaviour. |
| CO3 | Demonstrate understanding of skills required to diagnose various disorders. |
| 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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 | 15 | 5 |  |  | 40 |
| CO2 |  | 10 | 10 | 20 |  |  | 40 |
| CO3 | 10 | 10 |  | 10 |  |  | 30 |
| CO4 |  | 20 | 10 | 10 |  |  | 40 |
| CO5 |  |  | 10 |  |  |  | 10 |
| CO6 |  | 10 | 10 |  |  |  | 20 |
|  | | | | | | | **180** |



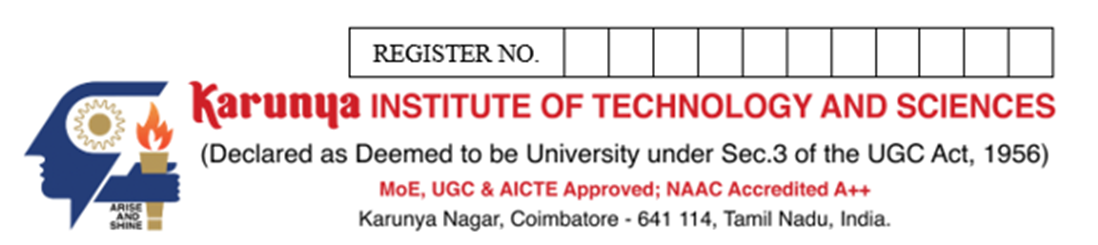
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| --- | --- | --- | --- |
| **Course Code** | **21CP3011** | **Duration** | **3hrs** |
| **Course Name** | **PSYCHOTHERAPEUTIC TECHNIQUES – I** | **Max. Marks** | **100** |

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What are the different settings psychotherapy can be used? | CO1 | E | 10 |
|  | b. | Briefly mention the factors to be assessed at the intake interview, highlighting their importance. | CO5 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline the goals of psychotherapy | CO3 | R | 10 |
|  | b. | What is the relevance of knowing the history of psychiatry and psychotherapy? | CO4 | An | 10 |
|  |  |  |  |  |  |
| 3. | a. | What does an assessment in psychotherapy entail? | CO1 | U | 10 |
|  | b. | Comment on some of the challenges in practicing psychotherapy in India. | CO6 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | What are the prominent names in the history of psychiatry and psychotherapy, and mention the contributions of at least 3 of them. | CO1 | R | 10 |
|  | b. | Mention the importance of framework and contract in psychotherapy. | CO4 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | Highlight the advantages of any one of the traditional approaches in therapy. | CO2 | R | 10 |
|  | b. | What are the advantages of spiritual health, and how can it be improved? | CO4 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | What are the traditional approaches that use relaxation techniques and what are the conditions in which you could apply it? | CO2 | A | 10 |
|  | b. | What are the indications for a psychotherapist to use spiritual methods? | CO3 | An | 10 |
|  |  |  |  |  |  |
| 7. | a. | What therapy would you institute for a person in a crisis, severe pathology, or deficient ego functioning? Explain. | CO4 | C | 10 |
|  | b. | What are the drawbacks of thought stopping technique, and what strategies would you advocate to make it effective? | CO5 | E | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Why is there a need for training and supervision along with continuous professional and personal development for psychotherapists? Elucidate. | CO1 | U | 10 |
|  | b. | When would you use assertiveness training, and what are the techniques involved? | CO4 | A | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | In the Indian scenario, what are the social interventions you would undertake for a young adult with socio-occupational dysfunction with poor drug compliance? | CO6 | C | 10 |
|  | b. | As a student of Psychology, why do you think knowledge of research in psychotherapy is important? | CO5 | An | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **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. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 | 20 |  |  | 10 |  | **40** |
| CO2 | 10 |  | 10 |  |  |  | **20** |
| CO3 | 10 |  |  | 10 |  |  | **20** |
| CO4 |  | 10 | 20 | 10 |  | 10 | **60** |
| CO5 |  |  | 10 | 10 | 10 |  | **30** |
| CO6 | 10 |  |  |  |  | 10 | **20** |
| **Total** | **40** | **30** | **40** | **30** | **20** | **20** | **180** |

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**SUPPLEMENTARY EXAMINATION - JUNE 2023**

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

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Describe the symptoms and clinical features of Generalized Anxiety Disorder with case examples. | CO1 | U | 10 |
|  | b. | Distinguish kleptomania and pyromania. | CO1 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Discuss the DSM V criteria, symptoms, and clinical features of Obsessive Compulsive Disorder with case examples. | CO2 | U | 15 |
|  | b. | Explain different methods of treatment for the phobic disorder. | CO3 | A | 5 |
|  |  |  |  |  |  |
| 3. | a. | Discuss the diagnostic criteria of major depressive disorder (MDD). Explain the clinical features of MDD. | CO4 | U | 10 |
|  | b. | Contrast Bipolar I and Bipolar II mood disorder. | CO4 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Enumerate the different stages of normal sleep. | CO4 | U | 10 |
|  | b. | Examine the etiology and treatment methods for Insomnia disorder. | CO3 | A | 10 |
|  |  |  |  |  |  |
| 5. | a. | Mr. X is a 27-year-old secondary school dropout. He dropped out of school due to his ill health at the age of 20 years. The patient presented for the first time in July 2012 with complaints of hearing voices talking about him in the third person, believed he was followed by his enemies whom he often reported to the police but no one has ever been apprehended, the patient also reported that he was told to carry out a certain function which he hears through his ears in clear consciousness and said to hear his action being reported as he was doing them. All the above symptoms have been ongoing for about 6 weeks before he presented. There was no history of substance or drug abuse or any form of physical illness prior to the onset of symptoms. Currently, he showed similar symptoms, he is seen as restless. He was taken to the prayer house and for traditional medication all to no avail. His father insisted that he was brought to the hospital because his symptoms are like the previous symptoms he had which warranted his first admission. A lot of resistance ensued before the patient came in for a consultation.  i) Point out the type of disorder he was going through and justify it based on DSM 5 criteria.  ii) Examine the symptoms you could find out from this case study regarding the disorder. | CO4  CO6 | E  A | 10  10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Define Schizophrenia. Discuss different types of Schizophrenia. | CO1 | R | 10 |
|  | b. | Contrast Hallucination and Delusion with an illustration. | CO6 | An | 10 |
|  |  |  |  |  |  |
| 7. | a. | Sketch the different stages of Alzheimer’s disease with its  symptoms. | CO6 | A | 10 |
|  | b. | A 53-year-old female was admitted to the care hospital with complaints of drooling of saliva, difficulty in walking and eating, tremor, and slurry speech, and her upper and lower limb has paralyzed for the past week. On the examination of her past medical history, she had two episodes of seizures two years her social habits were normal. As she sits in the waiting room, she is observed to have a tremor in her hands and fingers. Her face is inexpressive, and she makes few movements. When she is invited to enter the physician’s office. She has difficulty in standing up. She walks slowly into the office, and her arms do not swing appreciably. When she talks to the physician, her speech is monotonous, but she shows no intellectual deficit.  Critically Evaluate the type of disorder she is going through and Summarize the clinical pictures and etiology of the disorder. | CO4 | E | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Sketch the causes and treatment methods of tumors. | CO5 | A | 10 |
|  | b. | Debate on substance-induced infections. | CO2 | E | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Demonstrate the clinical picture of an individual with delirium with an  illustration. Point out the causes and treatment methods for the same. | CO6 | A | 10 |
|  | b. | Explain the etiology and treatment of somatoform disorders. | CO5 | U | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **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 the psychopathological formulation |
| CO5 | Contrast and compare the models of the etiology of mental disorders |
| CO6 | Demonstrate an understanding of the various manifestations of psychopathology |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 | 10 | 10 |  |  |  | 30 |
| CO2 |  | 15 |  |  | 10 |  | 25 |
| CO3 |  |  | 15 |  |  |  | 15 |
| CO4 |  | 20 |  | 10 | 20 |  | 50 |
| CO5 |  | 10 | 10 |  |  |  | 20 |
| CO6 |  |  | 30 | 10 |  |  | 40 |
|  | | | | | | | **180** |



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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Discuss the symptoms and clinical features of Generalized Anxiety Disorder with case examples. | CO1 | U | 15 |
|  | b. | Define: Obsession and Compulsion. | CO1 | R | 5 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Critically evaluate the difference between kleptomania and pyromania. | CO5 | E | 10 |
|  | b. | Explain the symptoms, causes, and treatment of Phobic Disorder. | CO3 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Discuss the diagnostic criteria of major depressive disorder (MDD). Explain the clinical features of MDD. | CO4 | U | 10 |
|  | b. | Critically analyze how Persistent Depressive Disorder is different from Major Depressive Disorder? | CO5 | AN | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Distinguish mania, hypomania and depression. | CO6 | AN | 10 |
|  | b. | Explain about Bipolar II disorder and Discuss its symptoms and causes. | CO6 | U | 10 |
|  |  |  |  |  |  |
| 5. |  | A 17-year old male was brought to the Department of Psychiatry by his mother and stepfather. Over the previous weeks, he had reported that he is being observed by authorities and criminal gangs. He felt that TV broadcasts is referring his mother, he began to talk to himself and had aggressive outbursts. He had no family history of psychiatric disease. His psychomotor development had been normal. After his parents’ divorce, he isolated himself, and presented bizarre body postures and inappropriate laughs. His arm appeared to be paralyzed and he collected saliva in his mouth. He felt every now and then somebody is speaking to him and he remains still that time. He started to be absent from classes and suffered from insomnia and weight loss. He rarely moved from one place to another. He also felt that people are watching him always, therefore he is not able to be on his own. Upon arrival to the hospital, he was mute and sat completely still, eyes closed, with saliva running down his chin.  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 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Sketch the different types of schizophrenia and present the causes and treatment for each type of schizophrenia. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 7. | a. | Explain the etiology, symptoms, and treatment of Alzheimer’s disease. | CO3 | U | 10 |
|  | b. | Compare and Contrast Alzheimer and Parkinson’s disease with an example. | CO5 | AN | 10 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Summarize various somatoform disorders with their types with an illustration. | CO6 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Enumerate the etiology and treatment methods of sexual dysfunction. | CO3 | R | 10 |
|  | b. | Define: Malingering. Express the symptoms and criteria to identify it based on DSM 5. | CO4 | C | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **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 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 5 | 15 |  |  |  |  | 20 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 | 10 | 20 |  |  |  |  | 30 |
| CO4 |  | 10 | 10 |  |  | 10 | 30 |
| CO5 |  |  |  | 20 | 10 |  | 30 |
| CO6 |  | 10 |  | 10 | 20 | 10 | 50 |
|  | | | | | | | **180** |



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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** | |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | | |
| 1. | a. | How are Psychotropic medications useful in treating mental health disorders? | CO1 | R | | 12 |
|  | b. | How are brain waves related to mental health? | CO5 | E | | 8 |
|  |  | **(OR)** |  |  | |  |
| 2. | a. | Enumerate the different types of Humanistic Psychotherapy and explain any one of them. | CO2 | R | | 12 |
|  | b. | Name the areas in which Neuro-Linguistic Programming can be used. | CO1 | A | | 8 |
|  |  |  |  |  | |  |
| 3. | a. | When do you institute Play Therapy for children? Give an example. | CO3 | E | | 12 |
|  | b. | How does flooding therapy work and mention its efficacy? | CO5 | U | | 8 |
|  |  | **(OR)** |  |  | |  |
| 4. | a. | Enumerate the techniques involved in Logotherapy and explain any 3 of them. | CO1 | R | | 12 |
|  | b. | What are the main differences between Brief and Long Term Psychotherapy? | CO4 | An | | 8 |
|  |  |  |  |  | |  |
| 5. | a. | If a client is unable to overcome the grief over the death of her father as she couldn’t attend his funeral, what therapy would you undertake? Explain. | CO6 | E | | 12 |
|  | b. | What is the difference between Couple Counselling and Couple Therapy? | CO4 | An | | 8 |
|  |  | **(OR)** |  |  | |  |
| 6. | a. | If a person is getting migraine frequently, from what therapy would they benefit most & explain the process involved. | CO6 | A | | 12 |
|  | b. | What is the ego state clients are encouraged to live in most frequently and state the reasons for it? | CO2 | E | | 8 |
|  |  |  |  |  | |  |
| 7. | a. | What are the principles of Milieu Therapy that are useful in the treatment of patients with schizophrenia? | CO5 | An | | 12 |
|  | b. | What are the uses of Supportive Psychotherapy? | CO2 | R | | 8 |
|  |  | **(OR)** |  |  | |  |
| 8. | a. | Enumerate the conditions in which Crisis Intervention can be used and the techniques you would use in any one of them. | CO1 | U | | 12 |
|  | b. | How would Role Play help in preventing relapses in substance dependents? | CO5 | E | | 8 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | |
| 9. | a. | Elucidate the role of the family in problem maintenance. | CO2 | U | | 12 |
|  | b. | If a client has substance dependence, which therapies would you subject the person to? | CO6 | C | | 8 |

CO – COURSE OUTCOME BL – BLOOMS LEVEL

|  |  |
| --- | --- |
|  | **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 | 24 | 12 | 8 |  |  |  | **44** |
| CO2 | 20 | 12 |  |  | 8 |  | **40** |
| CO3 |  |  |  |  | 12 |  | **12** |
| CO4 |  |  |  | 16 |  |  | **16** |
| CO5 |  | 8 |  | 12 | 16 |  | **36** |
| CO6 |  |  | 12 |  | 12 | 8 | **32** |
| **Total** | **44** | **32** | **20** | **28** | **48** | **8** | **180** |



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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define psychometric test. Briefly explain its uses, limitation and ethical issues in testing. A child is tested and found to have a mental age of 12 years. The child’s chronological age is 10 years. What is the IQ of this child? | CO1 | U | 10 |
|  | b. | What are the four primary scales of measurement? Briefly explain each with an example. In a psychological experiment conducted among 120 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 | 35 | 40 | 15 | 10 | 20 | | % | 0.291 | 0.333 | 0.125 | 0.083 | 0.166 | | CO1 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the three major types of item analysis. In a psychological test conducted among 100 people, 12 people answered the question number 2 correctly. What is the difficulty index 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. | The marks obtained by 10 students in Maths and statistics are given below. Obtain Spearman rank correlation.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | X | 75 | 30 | 60 | 80 | 53 | 35 | 15 | 40 | 38 | 48 | | Y | 85 | 45 | 54 | 91 | 58 | 63 | 35 | 43 | 45 | 44 | | CO3 | An | 10 |
|  | b. | Compute the Karl Pearson correlation coefficient between X and Y for the following data.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | X | 3 | 4 | 6 | 5 | 8 | 2 | 9 | 1 | 10 | 7 | | Y | 2 | 7 | 3 | 4 | 9 | 1 | 10 | 5 | 8 | 6 | | 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 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | | Y | 15 | 16 | 14 | 13 | 11 | 12 | 10 | 8 | 9 | | CO3 | An | 20 |
|  |  |  |  |  |  |
| 5. | a. | Random samples of 400 men and 600 women were asked whether they would like to have a school near their residence. 200 men and 325 women were in favour of the project. Test the hypothesis that the proportion of men and women in favour of the project are the same at 5% level of significance. | CO4 | An | 10 |
|  | b. | Two independent sample of sizes 7 and 9 have the following values:   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Sample 1 | 10 | 12 | 10 | 13 | 14 | 11 | 10 | - | - | | Sample 2 | 10 | 13 | 15 | 12 | 10 | 14 | 11 | 12 | 11 |   Test whether the difference between the mean is significant. | CO4 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | The nicotine contents in milligrams in two samples of tobacco were found to be as follows:   |  |  |  |  | | --- | --- | --- | --- | | Sample | Size | Sample Mean | Standard Deviation | | 1 | 10 | 15 | 2.5 | | 2 | 12 | 14 | 2.8 |   Calculate using F test and test whether the samples have come from the same normal population. | CO4 | An | 10 |
|  | b. | In an experiment on the immunization of goats from Anthrax, the following results were obtained. Use chi square test to determine the efficacy of the vaccine.   |  |  |  | | --- | --- | --- | |  | Died of Anthrax | Survived | | Inoculated | 8 | 23 | | Not inoculated | 11 | 14 | | CO4 | An | 10 |
|  |  |  |  |  |  |
| 7. | a. | The weights of 10 people of a locality are found to be 70, 67,62,68,61, 68,70,64,64, 66 kilograms. Is it reasonable to believe that the average weights of the people of locality is greater than 64 kg? Test at 5% level of significance. | CO4 | An | 10 |
|  | b. | Obtain the rank correlation coefficient for the following data:   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | X | 68 | 64 | 75 | 50 | 64 | 80 | 75 | 40 | 55 | 64 | | Y | 62 | 58 | 68 | 45 | 81 | 60 | 68 | 48 | 50 | 70 | | CO4 | An | 10 |
|  |  | **(OR)** |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 8. | a. | Write briefly about purpose of report writing and 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 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **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. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |

**Graphical user interface, application

Description automatically generated with medium confidence**

**SUPPLEMENTARY EXAMINATION – JUNE 2023**

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q. No.** | | **Questions** | | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | | | |
| 1. | | a. | | Describe the uses, limitation and ethical issues in psychometric test. A child is tested and found to have a mental age of 8 years. The child’s chronological age is 10 years. What is the IQ of this child? | CO1 | U | 10 |
|  | | b. | | Define Scaling and briefly explain nominal, ordinal, ratio, and interval methods of measurement with an example. | CO1 | An | 10 |
|  | |  | | **(OR)** |  |  |  |
| 2. | | a. | | Explain the three major types of item analysis. In a psychological test conducted among 50 people, 8 people answered the question number 2 correctly. What is the difficulty index 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. | | From the following data of marks obtained by 8 students, obtain Spearman rank correlation coefficient.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Science | 15 | 20 | 28 | 12 | 40 | 60 | 20 | 80 | | Maths | 40 | 30 | 50 | 30 | 20 | 10 | 30 | 60 | | CO3 | An | 10 |
|  | | b. | | Calculate the Karl Pearson correlation coefficient for the following data   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | X | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | | Y | 15 | 16 | 14 | 13 | 11 | 12 | 10 | 8 | 9 | | CO3 | An | 10 |
|  | |  | | **(OR)** |  |  |  |
| 4. | a. | | Obtain the regression equation of the line X on Y for the following data. Also find the value of X when Y = 20.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | X | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | | Y | 15 | 16 | 14 | 13 | 11 | 12 | 10 | 8 | 9 | | | CO3 | An | 20 |
|  |  | |  | |  |  |  |
| 5. | a. | | The weights of 10 people of a locality are found to be 70, 67,62,68,61,68,70,64,64, 66 kilograms. Is it reasonable to believe that the average weights of the people of locality is greater than 64 kg? Test at 5% level of significance | | CO4 | An | 10 |
|  | b. | | Two independent sample of sizes 7 and 9 have the following values:   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Sample 1 | 10 | 12 | 10 | 13 | 14 | 11 | 10 | - | - | | Sample 2 | 10 | 13 | 15 | 12 | 10 | 14 | 11 | 12 | 11 |   Test whether the difference between the mean is significant. | | CO4 | An | 10 |
|  |  | | **(OR)** | |  |  |  |
| 6. | a. | | The nicotine contents in milligrams in two samples of tobacco were found to be as follows:   |  |  |  |  | | --- | --- | --- | --- | | Sample | Size | Sample Mean | Standard Deviation | | 1 | 10 | 15 | 2.5 | | 2 | 12 | 14 | 2.8 |   Calculate using F test and test whether the samples have come from the same normal population. | | CO4 | An | 10 |
|  | b. | | In an experiment on the immunization of goats from Anthrax, the following results were obtained. Use chi square test to determine the efficacy of the vaccine.   |  |  |  | | --- | --- | --- | |  | Died of Anthrax | Survived | | Inoculated | 8 | 23 | | Not inoculated | 11 | 14 | | | CO4 | An | 10 |
|  |  | |  | |  |  |  |
| 7. | a. | | The following table shows the scores (X) obtained by 9 salesman in a test and their weekly sales (Y) in thousand rupees. From the given data find i) The regression equation of Y on X. ii) If the test score of a salesman is 65, what would be his expected weekly sales?   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | X | 50 | 60 | 50 | 60 | 80 | 50 | 80 | 40 | 70 | | Y | 30 | 60 | 40 | 50 | 60 | 30 | 70 | 50 | 60 | | | CO4 | An | 20 |
|  |  | | **(OR)** | |  |  |  |
| 8. | a. | | Explain the essential steps of planning a research and report writing. | | CO5 | U | 10 |
|  | b. | | Describe in detail the various components of research report according to American Psychological Association. | | CO5 | U | 10 |
| **COMPULSORY QUESTION** | | | | | | | |
| 9. | a. | | Explain the different types of plagiarism in research report writing? | | 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** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What do you understand by case conceptualization | CO1 | Apply | 10 |
|  | b. | Explain the role of assessments in therapeutic settings | CO5 | Analyze | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | State the objective and purpose of Assessments in Clinical Settings | CO2 | Understand | 20 |
|  |  |  |  |  |  |
| 3. | a. | What are the different Types of Reliability? | CO3 | Remember | 10 |
|  | b. | What are the different Types of Validity? | CO3 | Remember | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | The psychological test should have good reliability and Validity. Justify the statement. | CO4 | Understand | 20 |
|  |  |  |  |  |  |
| 5. | a. | Write a note on the Validity Scales of MMPI – II | CO2 | Understand | 10 |
|  | b. | Write a note on the Clinical Scales of MMPI – II | CO2 | Understand | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Give a detailed description of MMPI – II | CO2 | Apply | 20 |
|  |  |  |  |  |  |
| 7. | a. | Throw light on the theoretical foundation of TAT | CO2 | Analyze | 10 |
|  | b. | Briefly elaborate on the administration of TAT | CO2 | Apply | 10 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Describe House-Tree-Person as a Projective technique. | CO5 | Understand | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Define Psychometric Approach to assessments. Throw light on the advantages psychometrics have over projective techniques | CO5 | Understand | 10 |
|  | b. | Explain the working of the Projective technique as an Assessment tool with a suitable example. | CO2 | Analyze | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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 |  |  | 10 |  |  |  | **10** |
| CO2 |  | 40 | 30 | 20 |  |  | **90** |
| CO3 | 20 |  |  |  |  |  | **20** |
| CO4 |  | 20 |  |  |  |  | **20** |
| CO5 |  | 30 |  | 10 |  |  | **40** |
| **Total** | **20** | **90** | **40** | **30** |  |  | **180** |



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| --- | --- | --- | --- |
| **Course Code** | **21CP3020** | **Duration** | **3hrs** |
| **Course Name** | **SUPERVISED CLINICAL PRACTICUM** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Write a brief note on Psychoanalysis. Describe psychosis from Freudian schools. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe Neurosis from the Cognitive School of thoughts. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Describe neurosis from the Behavioristic School of thoughts. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write a brief note on the Cognitive School of thought. Elaborate on the techniques under Cognitive School. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Write a brief note on the Humanistic School. Explain the techniques under Humanistic School. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Describe neurosis from the Humanistic School of thoughts. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Write a note on projective technique. Explain any one of the tests under the projective test. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Write a note on psychometric technique. Explain any one of the tests under the psychometric test. | CO5 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | What are Integrated therapeutic techniques? Explain with anyone a case of your choice. | CO1 | A | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | Provide a detailed Psychotherapeutic formulation. |
| CO2 | Gaining real-time experience by assisting an experienced person. |
| CO3 | Practical exposure to the many different aspects of mental disorders. |
| CO4 | Administer psychological assessments relevant to client needs. |
| CO5 | Interpret the scores obtained on the assessments. |
| CO6 | Become more self-aware in terms of their therapeutic skills or blind spots. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  | 20 |  |  |  | **20** |
| CO2 |  |  | 40 |  |  |  | **40** |
| CO3 |  |  |  |  |  |  |  |
| CO4 |  |  |  | 80 |  |  | **80** |
| CO5 |  |  | 40 |  |  |  | **40** |
| CO6 |  |  |  |  |  |  |  |
| **Total** |  |  | **100** | **80** |  |  |  |

**Graphical user interface, application

Description automatically generated with medium confidence**

**SUPPLEMENTARY EXAMINATION – JUNE 2023**

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| --- | --- | --- | --- |
| **Course Code** | **SUPERVISED CLINICAL PRACTICUM** | **Duration** | **3hrs** |
| **Course Name** | **21CP3020** | **Max. Marks** | **100** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Throw light on Sigmund Freud’s contributions to the field of psychology. Describe neurosis from Freudian school. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Write a brief note on the Cognitive School of thought. Describe psychosis from the Cognitive School. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 3. | a. | Write a brief note on the Behavioustic School of thought. Describe Psychosis from the Behaviouristic School of thoughts | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the techniques under Behaviouristic School | CO2 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Write a brief note on the Humanistic School. Describe Psychosis from the Humanistic School of thoughts | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Explain psychoanalysis. Write a note on techniques under psychoanalytic School | CO2 | A | 20 |
|  |  |  |  |  |  |
| 7. | a. | What is the psychometric approach to clinical settings? Explain any one of the tests under the psychometric test. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What is the impressionist approach to clinical settings? Explain the importance of impressionists in the clinical setting. | CO5 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | What is an eclectic approach to counseling? Explain elaborately with anyone case of your choice | CO1 | A | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Provide a detailed Psychotherapeutic formulation. |
| CO2 | Gaining real-time experience by assisting an experienced person. |
| CO3 | Practical exposure to the many different aspects of mental disorders. |
| CO4 | Administer psychological assessments relevant to client needs. |
| CO5 | Interpret the scores obtained on the assessments. |
| CO6 | Become more self-aware in terms of their therapeutic skills or blind spots. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  | 20 |  |  |  | **20** |
| CO2 |  |  | 40 | 20 |  |  | **60** |
| CO3 |  |  |  |  |  |  |  |
| CO4 |  |  |  | 60 |  |  | **60** |
| CO5 |  |  | 40 |  |  |  | **40** |
| CO6 |  |  |  |  |  |  |  |
| **Total** |  |  | **100** | **80** |  |  | **180** |



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What are the key methods used in neuropsychology to study the relationship between the brain and behavior? | CO1 | U | 10 |
|  | b. | Explain the concepts of localization and lateralization of function in the brain. | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | How does dysfunction in neural networking impact cognitive processes and behavior? | CO5 | U | 10 |
|  | b. | What are the ethical considerations involved in conducting neuropsychological research and assessment? | CO6 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 3. | a. | Describe the major structures and functions of the spinal cord. | CO2 | U | 10 |
|  | b. | Explain the relationship between brain regions and language processing. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain major affective disorders, such as depression and bipolar disorder. | CO2 | U | 10 |
|  | b. | What are the goals and benefits of using psychological testing for brain damage? | CO6 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 5. | a. | What are the current research findings on the impacts of neural networking dysfunction on cognitive functions? | CO1 | U | 10 |
|  | b. | What are the ethical considerations involved in conducting neuropsychological research and assessment? | CO6 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | What are the implications of neurotransmitter imbalances or dysregulation? | CO4 | U | 10 |
|  | b. | What is the blood-brain barrier and why is it important? | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 7. | a. | What is the neurophysiology of learning? | CO2 | U | 10 |
|  | b. | Explore the concept of alexia and dyslexia. What are the differences between these reading disorders? | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What are the goals and benefits of using psychological testing for brain damage? | CO6 | U | 10 |
|  | b. | Explain the concept of synaptic plasticity and how it contributes to the process of learning in the brain. | CO5 | R | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | How do psychological testing for brain damage assessments provide valuable insights into cognitive functioning and aid in treatment planning? | CO6 | U | 10 |
|  | b. | What are the current research advancements in the study of neurotransmitters and their functions? | CO4 | R | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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 its purposes. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  |  |  |  | **20** |
| CO2 | 20 | 30 |  |  |  |  | **50** |
| CO3 | 20 |  |  |  |  |  | **20** |
| CO4 | 10 | 10 |  |  |  |  | **20** |
| CO5 | 10 | 10 |  |  |  |  | **20** |
| CO6 | 30 | 20 |  |  |  |  | **50** |
| **Total** | **90** | **90** |  |  |  |  | **180** |



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| **Course Code** | **22CP3001** | **Duration** | **3hrs** |
| **Course Name** | **COUNSELLING SKILLS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Throw light on different schools of psychology and their relevance in the clinical setting. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Define Counselling. Elaborate on the goals of counselling. | CO1 | U | 10 |
|  | b. | Comment on the need for counselling. | CO1 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Why understanding the belief system of an individual is important for counselling | CO3 | U | 10 |
|  | b. | Write a brief note on the stages of counselling. | CO4 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | A 27-year-old girl is working but is not happy with her current job and wanted to change the line of career but is unable to find an opportunity relevant to her interest area. She is from well to do family and her family is not dependent on her income. On the personal front family is pressurizing her to focus on getting married and settling down. She is very stressed and unable to get sleep at night. Point out the focal points which need to be addressed in this case and why? | CO2 | A | 10 |
|  | b. | What are the various settings where which require psychological counselling? | CO5 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | What is the need for psycho-educating the family members of the patient? | CO4 | U | 10 |
|  | b. | A 2-year-old was recently diagnosed with autism. He has shown early signs and symptoms of autism since his parents were not aware of the symptoms of the disorder, the pediatrician diagnosed the child. After the diagnosis of their child, the 35-year-old mother had an emotional breakdown after the hearing. The doctor has referred them for counselling for psychological help. Identify the counselling areas and requisite skills the counsellor should possess. | CO4 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | A 12-year-old girl was referred to the school counsellor for poor academic performance and after the assessment, it was identified as a Learning disability case. Accordingly, the parents of the child were informed. Her father was finding it difficult to accept his daughter’s condition. Highlight the crucial aspects of the case which has to be addressed in counselling sessions. | CO4 | A | 10 |
|  | b. | What are the ethical issues which needed to be considered while providing counselling? | CO3 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | What are various counselling aspects which you would be using in De-Addiction Centre? | CO5 | A | 10 |
|  | b. | What are the various counselling aspects which you would be using in Geriatric Care Units? | CO5 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What is burnout? Elaborate on various ways by which you can handle burnout. | CO6 | U | 10 |
|  | b. | Write a note on the importance of Self-care practices. | CO6 | U | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Julian is in the second year of graduation. She is from a middle-class background. She is the eldest of three siblings. She recently shifted to a college hostel and finds coping with her studies and roommates difficult. She has complained of loss of sleep and loss of appetite. Upon inquiry from her parents, we came to know that she never had any issues in forming relationships with family and friends, being the eldest she is their most responsible child. You are required to highlight the skills required to handle the case and validate your answer elaborating on the importance of those skills. | CO4 | A | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | Sense the need for counselling and understand the reasoning for it. |
| CO2 | Address the psychological need in the problem and summarize the problem. |
| CO3 | Help people in identifying their innate coping strategies and assisting them in selecting the better coping mechanism. |
| CO4 | Arrange the addressed issues and categorize them based on their importance. |
| CO5 | Handle cases independently by combining various strategies for psychological interventions. |
| CO6 | Question and modify the behaviour to justify the solution to the problem. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  |  |  |  | **20** |
| CO2 |  |  | 10 |  |  |  | **10** |
| CO3 | 10 | 30 |  |  |  |  | **40** |
| CO4 | 10 | 10 | 40 |  |  |  | **60** |
| CO5 |  | 10 | 20 |  |  |  | **30** |
| CO6 |  | 20 |  |  |  |  | **20** |
|  | **20** | **90** | **70** |  |  |  | **180** |