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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. | 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. | a. | 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. | a. | Explain the process of assessment in psychotherapy. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Briefly explain designing a framework for psychotherapy. | CO3 | E | 10 |
|  | b. | What are the issues faced by psychologists during psychotherapy? | CO6 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | What are the different related techniques under psychotherapy? | CO5 | A | 20 |
|  |  |  |  |  |  |
| 7. | a. | Elaborate on traditional methods of therapy. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What are 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 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | What do you understand by Case Conceptualisation? | 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** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What are Delusions and Hallucinations? Distinguish between Delusions and Hallucinations. | CO1 | U | 10 |
|  | b. | John, a 35-year-old male, has been referred to a therapist by his employer due to concerns about his behavior at work. Colleagues have reported instances where they felt uncomfortable and observed John engaging in suspicious behavior, such as lingering near private spaces and frequently watching others. John is an intelligent, introverted individual who has always had difficulty forming personal relationships. Upon Probing John admits to having an intense fascination with observing others without their knowledge or consent. He spends a significant amount of time browsing online forums dedicated to things that are sexual in nature like nudity etc. and occasionally sets up hidden cameras in public places to capture candid moments. He feels a compulsive urge to engage in this behavior and finds it difficult to control his impulses.  Draw a clinical Picture and Identify the disorder as per DSM V criteria | CO4 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Comment on Positive and Negative Symptoms of Schizophrenia. Why these symptoms are termed Positive and Negative? | CO1 | U | 10 |
|  | b. | A 42-year-old woman, Lexi has been experiencing sleep problems for the past two years. She works as a marketing manager and has a demanding job. Lexi has a history of anxiety and stress, which has exacerbated her sleep difficulties. Her problem symptoms have worsened over the last few months, affecting her daily life, productivity, and overall well-being. Lexi reports difficulty falling asleep and staying asleep. She typically takes 30-60 minutes to fall asleep, and she wakes up multiple times during the night. Her total sleep time is often less than 5 hours. She feels tired and fatigued during the day, with a reduced ability to concentrate. Lexi also experiences irritability, mood swings, and decreased motivation.  Draw a clinical Picture and Identify the disorder as per DSM V criteria. | CO4 | A | 10 |
|  |  |  |  |  |  |
| 3. | a. | Alex, a 52-year-old man, has been experiencing chronic fatigue and daytime sleepiness for several years. He works as a middle school teacher and has gained a considerable amount of weight in recent years. His partner has also noticed that he frequently stops breathing during his sleep and gasps for air. Concerned about these symptoms, Alex seeks medical help. He complains of excessive daytime sleepiness, and loud snoring, and observed episodes of choking or gasping during his sleep. His partner describes his snoring as very loud and disruptive. Alex often wakes up with a dry mouth and headache. He reports feeling tired and unfocused during the day, and his performance at work has suffered. Alex’s partner is concerned about his safety and health due to his loud snoring and breathing interruptions.  Draw a clinical Picture and Identify the disorder as per DSM V criteria | CO4 | A | 10 |
|  | b. | Explain the clinical picture of an individual with delirium with an illustration. What could be the possible causes of it? | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | “Dysthymia is a mild form of Depression”. Justify. Write the DSM V diagnostic criteria for Dysthymia. | CO2 | R | 10 |
|  | b. | Drew's family brought him to a mental health clinic because of his increasingly bizarre and disruptive behavior. He persistently believed that he was a highly significant and powerful societal figure. He believes people come to him seeking his opinion in difficult times, even though no evidence supports this.  Draw a clinical Picture and Identify the disorder as per DSM V criteria. | CO4 | A | 10 |
|  |  |  |  |  |  |
| 5. | a. | Comment on psycho-social factors of sexual disorder. | CO3 | An | 10 |
|  | b. | Denny and Maria were brought to a mental hospital by their extended family. According to their uncle, they were living in a one-room house with their mother who had died recently from some underlying medical illness. These three had lived in isolation for almost their entire life, with no contact with the outside world except through domestic help to run household errands. On initial presentation to the psychiatry outpatient clinic, the main concern seemed to be disheveled appearance and weak physical health. Only later on, after complete psychiatric interviewing paranoid delusions against their relatives were confirmed as being shared by both. Further probing revealed that similar symptoms were shared with their deceased mother.  Draw a clinical Picture and Identify the disorder. | CO4 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | What is Impulse Control Disorder? Explain any form of Impulse Control Disorder. | CO6 | U | 10 |
|  | b. | Sarah, a 32-year-old woman, has experienced recurring mood disturbances for several years. She works as a graphic designer and has always been known for her intense creativity. Sarah's family has a history of mood disorders, with her mother diagnosed with Bipolar I Disorder. Over the past three years, Sarah's mood swings have become more severe and debilitating. Sarah alternates between periods of depressive episodes and hypomanic episodes. During depressive phases, she feels an overwhelming sadness, hopelessness, and a loss of interest in activities she used to enjoy. She struggles with sleep disturbances, low energy, and difficulty concentrating. During hypomanic episodes, Sarah exhibits an elevated mood, increased energy, and a burst of creative productivity. However, this is often accompanied by risky behaviors, such as excessive spending, impulsivity, and strained interpersonal relationships.  Draw a clinical Picture and Identify the disorder. | CO4 | A | 10 |
|  |  |  |  |  |  |
| 7. | a. | Discuss the different types of parasomnias in detail. | CO2 | R | 10 |
|  | b. | Comment on the distinctive features of Bipolar Disorders. | CO6 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What is the most common form of Anxiety Disorder? Elaborate the disorder. | CO2 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | At the age of 60, Harold took early retirement from his government job because, for the previous 5 years, he had been having difficulty performing his work properly. A mail carrier, he was constantly making errors and delivering mail to the wrong places. He also began to become more withdrawn, gradually giving up hobbies that had been important to him. At first, his increasing forgetfulness was not very noticeable when he was at home. Then, one day when he was 62, Harold was hiking in an area he knew well and was unable to find his way home. Since that time, his memory problems have grown increasingly worse. He loses things, forgets appointments, and can no longer find his way around his hometown. Now, at the age of 66, Harold no longer recognizes his close friends and is uninterested in reading or watching television. Things are so bad that his wife is afraid to leave him alone in the house because he is so forgetful  Draw a Clinical Picture for the case and identify the disorder.  What are the biological reasons for the disorders?  Design the treatment plan for this patient. | CO6 | An | 20 |

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

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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 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 |

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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 |  |  |  | 10 |  |  | **10** |
| CO4 |  |  | 60 |  |  |  | **60** |
| CO5 |  | 10 |  |  |  |  | **10** |
| CO6 |  | 20 |  | 20 |  |  | **40** |
| **Total** | **40** | **50** | **60** | **30** |  |  | **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** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What is the main focus of biological approaches in psychology? | CO5 | U | 10 |
|  | b. | How does the psychodynamic approach explain psychological issues? | CO1 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | What role do neurotransmitters play in psychological functioning? | CO1 | U | 10 |
|  | b. | Explain in detail: Family therapy. | CO5 | A | 10 |
|  |  |  |  |  |  |
| 3. | a. | How does classical conditioning work in behavioural therapy? | CO5 | U | 10 |
|  | b. | What is the focus of psychoanalytic therapy and who developed it? | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | What are the main goals of the integrative approach to therapy? | CO2 | An | 10 |
|  | b. | How is CBT used for cases of depression? | CO6 | E | 10 |
|  |  |  |  |  |  |
| 5. | a. | What role does the therapist play in facilitating group therapy sessions? | CO3 | E | 10 |
|  | b. | What are some examples of using operant conditioning techniques in Behavioural modification? | CO1 | C | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | What are the key principles of the humanistic approach to therapy? | CO2 | R | 10 |
|  | b. | How does systematic desensitisation help individuals overcome phobias? | CO6 | E | 10 |
|  |  |  |  |  |  |
| 7. | a. | What are the advantages of group therapy over individual therapy? | CO3 | An | 10 |
|  | b. | How can token economy systems be used to promote positive behaviour? | CO2 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What is aversion therapy and where is it used? | CO6 | A | 10 |
|  | b. | Describe the principles of dialectic behaviour therapy. | CO2 | U | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | What is the main focus of client-centered therapy? | CO1 | U | 10 |
|  | b. | How does cognitive therapy address and change negative thought patterns? | CO6 | An | 10 |

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

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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 counselling and therapy. |
| CO5 | Apply the 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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 | 20 |  | 10 |  | 10 | **50** |
| CO2 | 10 | 10 | 10 | 10 |  |  | **40** |
| CO3 |  |  |  | 10 | 10 |  | **20** |
| CO4 |  |  |  |  |  |  |  |
| CO5 |  | 20 | 10 |  |  |  | **30** |
| CO6 |  |  | 10 | 10 | 20 |  | **40** |
| **Total** | **20** | **50** | **30** | **40** | **30** | **10** | **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 is Case Conceptualisation? Explain the role of assessments in therapeutic settings. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2 | a. | Define assessments. How is it different from Testing? Elaborate on the need for testing and assessment. | CO3 | An | 20 |
|  |  |  |  |  |  |
| 3. | a. | Define the Psychometric Approach to assessments. Throw light on the advantages psychometrics have over projective techniques. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Write a note on the Validity Scales of MMPI – II. | CO4 | U | 10 |
|  | b. | Write a note on the Clinical Scales of MMPI – II. | CO4 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | Illustrate the development of the Beck Depression Inventory as a clinical tool. Highlight the changes made in the revision of the test and the reasons for making those changes. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Explain the various revisions of MMPI. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Define Projective Technique. Elaborate on the theoretical foundation of these techniques. | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Throw light on the theoretical foundation of TAT and briefly elaborate on the administration of TAT. | CO2 | An | 20 |
|  | b. | Write a note on House-Tree-Person. |  |  |  |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the concept of Standardization. Why is it a standardizing a test is important in any of psychological testing? | CO1 | A | 20 |

**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 | 20 | 20 | 20 |  |  |  | **60** |
| CO2 |  |  |  | 20 |  |  | **20** |
| CO3 |  |  |  | 20 |  |  | **20** |
| CO4 |  | 40 | 20 |  |  |  | **60** |
| CO5 |  | 20 |  |  |  |  | **20** |
| **Total** | **20** | **90** | **40** | **30** |  |  | **180** |



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| **Course Code** | **SUPERVISED CLINICAL PRACTICUM** | **Duration** | **3hrs** |
| **Course Name** | **21CP3020** | **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. | 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

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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 | 20 |  |  | **60** |
| CO3 |  |  |  |  |  |  |  |
| CO4 |  |  |  | 60 |  |  | **60** |
| CO5 |  |  | 40 |  |  |  | **40** |
| CO6 |  |  |  |  |  |  |  |
| **Total** |  |  | **100** | **80** |  |  | **180** |



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| **Course Code** | **21CP3024** | **Duration** | **3hrs** |
| **Course Name** | **FORENSIC 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. | Describe the types of courts and the role of psychologists. | CO2 | R | 10 |
|  | b. | How does memory play a role in forensic aspects? | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | How do psychologists decide who is competent to stand trial? | CO5 | An | 10 |
|  | b. | Explain in detail: polygraph. | CO5 | A | 10 |
|  |  |  |  |  |  |
| 3. | a. | What is the definition and scope of Forensic psychology? | CO3 | R | 10 |
|  | b. | What are the forensic assessments and treatments of sexual offenders and their victims? | CO6 | C | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the role of psychologists in the courtroom. | CO2 | An | 10 |
|  | b. | Write the history of Forensic Psychology. | CO1 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Elaborate the ethical and legal issues in forensic practice. | CO2 | A | 10 |
|  | b. | Explain in detail: plethysmograph. | CO5 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Explain Victimization and the impact of crimes on victims. | CO6 | An | 10 |
|  | b. | Explain the role of forensic psychologists in research. | CO4 | C | 10 |
|  |  |  |  |  |  |
| 7. | a. | List the factors affecting victimization. | CO1 | U | 10 |
|  | b. | Comment on Juvenile offenders and the factors which play a role in their actions. | CO2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What is the court process and punishment of offenders? | CO5 | E | 10 |
|  | b. | What are the coping strategies of victimization? | CO6 | U | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | What are DDTs and what is their role in the court? | CO4 | An | 10 |
|  | b. | A 16-year-old girl witnessed the murder of her sister, aged 25. Write the type of victimization and briefly explain it. | CO1 | E | 10 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Apply the theoretical aspects of psychology in the criminal and forensic field. |
| CO2 | Analyze their role in the field of forensic and criminal matters. |
| CO3 | Apply the psychological aspects of convicts. |
| CO4 | Acquaint with various applications in criminal and forensic psychology |
| CO5 | Comment on appropriate analytical techniques to be used as when required |
| CO6 | Work on the remedial and reforms for convicts |

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



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| **Course Code** | **22CP3002** | **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. | Define psychometric test. Briefly explain the properties of psychometric test. | CO1 | U | 10 |
|  | b. | Explain the different frames of reference in the interpretation of test scores. | CO1 | U | 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 | U | 10 |
|  | b. | Define validity and reliability. Explain the different types of reliability and methods of validity. | CO2 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | 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 | | CO3 | E | 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 | E | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Find the correlation coefficient between the variables X and Y and obtain the regression equation of the line X on Y for the following data. Also find the value of X when Y = 70.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | X | 65 | 66 | 67 | 67 | 68 | 69 | 70 | 72 | | Y | 67 | 68 | 65 | 68 | 72 | 72 | 69 | 71 | | CO3 | E | 20 |
|  |  |  |  |  |  |
| 5. | a. | Consider a clinical investigation to study the effectiveness of a drug in children’s diagnosed with hyper activity. The table below gives the measure of hyper activity in a scale of 0-100. Use sign test to determine whether drug is effective in controlling the hyper active behavior.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Child | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | Before drug | 85 | 70 | 40 | 65 | 80 | 75 | 55 | 20 | | After drug | 75 | 50 | 50 | 40 | 20 | 65 | 40 | 25 | | CO4 | An | 10 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | b. | | The following table gives the classification of 160 plants according to flower colour and the flatness of leaf. Using Chi-Square Test, test whether the flatness of leaf is independent of the flower colour.   |  |  |  | | --- | --- | --- | |  | Flat leaves | Curved leaves | | White flowers | 99 | 36 | | Red flowers | 20 | 5 | | CO4 | An | 10 |
|  |  | | **(OR)** |  |  |  |
| 6. | a. | | Consider a clinical trial designed to investigate the effectiveness of a new drug to reduce symptoms of asthma in children. A total of 10 participants are randomized to receive either the new drug or a usual drug. Participants are asked to record the number of episodes of shortness of breath over a 1 week period following receipt of the assigned treatment. The data are shown below.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | New drug | 7 | 5 | 6 | 4 | 12 | | Usual drug | 3 | 6 | 4 | 2 | 1 |   Use Mann Whitney U test to determine the difference in the participants receiving the new drug as compared to those receiving the usual drug. | CO4 | An | 10 |
|  | b. | | Three products A, B and C, received the following performance rating by a panel of 20 customers. Use the Kurskal-Wallis test to determine whether there is significant difference in the performance ratings for the product.   |  |  |  | | --- | --- | --- | | A | B | C | | 25 | 60 | 50 | | 70 | 20 | 70 | | 60 | 30 | 60 | | 85 | 15 | 80 | | 95 | 40 | 90 | | 90 | 35 | 70 | | 80 | -- | 75 | | CO4 | An | 10 |
|  |  | |  |  |  |  |
| 7. | a. | | Explain correlational research, survey research, and qualitative research method with examples. | CO5 | U | 10 |
|  | b. | | Distinguish true experiment design and quasi experiment design with an example. Explain the features of non-equivalent control group design. | CO5 | U | 10 |
|  |  | | **(OR)** |  |  |  |
| 8. | a. | | The data below represent blood pressure measurements from an experiment involving 4 age groups, each with 3 persons. The 3 persons within each age group were randomly assigned to drugs A, B, and C, with one person per drug.   |  |  |  |  | | --- | --- | --- | --- | | Age group | Drug A | Drug B | Drug C | | 20-30 | 70 | 72 | 80 | | 30-40 | 76 | 84 | 82 | | 40-50 | 82 | 86 | 84 | | 50-60 | 90 | 92 | 88 |   Determine whether different drugs and age group of the patients are affecting the blood pressure of patients. | CO6 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | |
| 9. | a. | The grain yield of 3 hybrid varieties (A, B & C) and a control unit D is given below.   |  |  |  |  | | --- | --- | --- | --- | | Column 1 | Column 2 | Column 3 | Column 4 | | 1.640 (B) | 1.210(D) | 1.425 (C) | 1.345(A) | | 1.475(C) | 1.185(A) | 1.4(D) | 1.290(B) | | 1.67(A) | 0.710(C) | 1.665(B) | 1.180(D) | | 1.565(D) | 1.290(B) | 1.655(A) | 0.660(C) |   Determine whether grain yield is different for various hybrid varieties. | | CO6 | An | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Understand the nature of psychological tests and measurement |
| CO2 | Interpret and validate the test scores |
| CO3 | Evaluate the linear relationships between variables |
| CO4 | Apply the inferential statistics to verify the hypothesis |
| CO5 | Understand the method of experimental designs |
| CO6 | Analyze experiments using Analysis of Variance |

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