

# SRI VENKATESWARA UNIVERSITY

B.A. / B.Sc. DEGREE COURSE IN **PSYCHOLOGY**

SEMESTER SYSTEM WITH CBCS

**SEMESTER V - W.E.F. 2022-2023**

## *Skill Enhancement Courses (SECs) for Semester V, from 2022-23*

*(Syllabus with Learning Outcomes, References, Co-curricular Activities  
& Model Q.P. Pattern)*

### Structure of SECs for Semester-V

**(To choose One pair from the Three alternate pairs of SECs)**

Course No. (6&7)	Name of the Course	Sem.	Th.Hrs. / week	IE marks	EE marks	Tot al	Credits	Prac. Hrs./ week	Mar ks	Credits
6A	Educational Psychology	V	3	25	75		3	3	50	2
7A	Educational Psychology- Applications and Skills	V	3	25	75		3	3	50	2
(OR)										
6B	Industrial and Personnel Psychology	V	3	25	75		3	3	50	2
7B	Consumer Psychology	V	3	25	75		3	3	50	2
(OR)										
6C	Abnormal Psychology	V	3	25	75		3	3	50	2
7C	Psychological Disorders- Treatment methods	V	3	25	75		3	3	50	2

**Note-1:** For Semester-V, for the domain subject Psychology, any one of the three pairs of SECs shall be chosen as courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C. The pair shall not be broken (ABC allotment is random, not on any priority basis).

**Note-2:** One of the main objectives of Skill Enhancement Courses (SEC) is to inculcate skills related to the domain subject in students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the skills embedded in syllabus citing related real field situations.

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#### **SEMESTER V - W.E.F. 2022-2023**

**Course No: 6A      Course Name: EDUCATIONAL PSYCHOLOGY      Marks - 75**

1. Understanding the meaning and processes of educational psychology
2. Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
3. Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self processes.
4. Understanding the phenomena of transfer of learning and its applications.

#### **Course Content**

##### **UNIT I: Introduction**

- A. Educational Psychology: Definition, Nature, Scope and importance.
- B. Methods of educational psychology- Classroom Observation -Observation Schedule preparation. Experimental method -Group Experimentation, Survey method-Survey Schedule preparation.

##### **UNIT II: Learning Process**

- A. The nature of learning process: Nature of learning – and Role of maturation
- B. The process of learning -learning curves - plateaus in learning -Demonstration of learning curves

##### **UNIT III: Theories and Laws of Learning**

- A. Theories and laws of learning and their educational implications: trial and error learning - learning by conditioning – learning by insight
- B. Learning of skills - Role of motivation, attention and interest in learning – kinds of motivation: extrinsic and intrinsic, achievement motivation – Methods of motivating pupils to learn.

##### **UNIT IV: Transfer of Learning**

- A. Transfer of Learning: Forms of transfer – theories of transfer of learning – factors influencing transfer of learning.
- B. Transfer of Verbal and motor learning, Distribution of practice, knowledge of results.

##### **UNIT V: Individual Differences in Personality- Educational implications**

- A. Personality- Nature and Educational Implications
- B. Types of personality –Type and Trait approaches
- C. Assessment of personality- Questionnaires, Inventories, Rating Scales, Projective techniques
- D. Role of School and Education in development of personality

## **REFERENCES:**

1. S.K. Mangal (1982). Educational psychology. Prakash Brothers Educational publications, Ludhiana.
2. H.R. Bhatia (1977) A text book of educational psychology Macmillan India Ltd.
3. S.N. Rao. (1990) Educational psychology. Wiley eastern Limited.

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**6-A EDUCATIONAL PSYCHOLOGY**

Maximum marks 75 M  
Time three hours

PART-A

**Answer Five question each question carries Five marks**

**5X5=25**

1. Nature of educational psychology
2. Classroom Observation
3. Nature of learning
4. Discrimination
5. Law of readiness
6. Attitudes
7. Knowledge of results
8. Personality

PART-B

**Answer the following Question**

**5X10=50**

9. Explain about scope and importance of educational psychology  
(or)

Briefly mention about survey method

10. Discuss the process of learning  
(or)

Explain learning curves

11. Define conditioning and explain its laws  
(or)

Discuss the role of motivation in learning

12. Discuss theories of transfer of learning  
(or)

Discuss Transfer of Verbal and motor learning

13. Explain Types of personality  
(or)

Discuss the Role of School and Education in development of personality

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**6-A EDUCATIONAL PSYCHOLOGY PRACTICUM**

**Max Marks-50**

**Conduct any Four experiments from the following:**

- 1 Elevated maze- Trial and error learning
- 2 Slot maze
- 3 Step maze- Insightful learning
- 4 Interest Schedule
- 5 Study Habits & Skills Inventory
- 6 Teacher Aptitude Inventory
- 7 Transfer of learning
- 8 T-Puzzle
- 9 Mental fatigue

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**Course No: 7A - Course Name: EDUCATIONAL PSYCHOLOGY-APPLICATIONS  
AND SKILLS**

Marks-75

**I. Learning Outcomes**

1. Understanding Learning Disabilities, identification and role of teacher in facilitating education.
2. Identifying the mental health factors influencing learning process.
3. Understanding the impact of various skills on students' learning.
4. Appreciation for various behaviour modification methods to facilitate learning.

**Course Content**

**Unit-I: Learning Disabilities:**

- A. Learning Disabilities: Concept, Definition, Meaning,
- B. Characteristics and Types of learning disabilities (HI, MR, ASD)
- C. Identification of Learning Disabled Children. Approaches and Techniques,
- D. Role of teachers in facilitating education to learning disabled.

**Unit-II: Adjustment and Wellbeing**

- A. Adjustment and Psychological well-being. Factors influence and promote adjustment and quality of life. Goal setting, self- concept, creativity and, optimistic life style.
- B. Stressors- examination anxiety, bullying, parental expectations, peer pressure and competition

**Unit III: Assessment of skills for learning**

- A. Study skills and habits- Meaning, nature, development and impact on academic success
- B. Role of Emotional Quotient and Social Quotient in education

**Unit-IV : Behaviour Modification in Education**

- A. Behavioural problems and their identification- Absenteeism, dropouts, under achievement
- B. Behaviour modification – Meaning and its application. Positive reinforcement, Negative Reinforcement, Punishment, Systematic desensitization, Token Economies and Extinction.

## **Unit V: Counselling and Guidance in Education**

A. Meaning and Scope educational counselling and guidance in education

B. Types of counselling- Individual and group counselling

C. Counselling Skills

### **References**

1. Chauhan,S.S.(2004). Advanced Educational Psychology, Vikas Publishing Pvt. Ltd., Shimla.
2. Mangal, S.K. (1999). Advanced Educational Psychology and Research. Prakash Brothers Educational publications, Ludhiana.
3. Nagaraju et al (2019) Learning Assessment. Neelkamal Publications, Hyderabad.
4. Dubois, Alverson and Staley. (1998) Educational Psychology and Instructional Decisions.The Dorsey Press, Illinois USA.

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**MODEL QUESTION PAPER**

**7A - EDUCATIONAL PSYCHOLOGY- APPLICATION AND SKILLS**

**Time: 3hrs**

**Max.Marks-75**

**PART-A**

**Answer Five question each question carries Five marks**

**5X5=25**

1. Learning disability
2. Autism
3. Nature of Goal setting
4. Examination anxiety
5. Study skills
6. Social Quotient
7. Behaviour modification
8. Group counselling

**PART-B**

**Answer the following Question**

**5X10=50**

9. Explain Characteristics and Types of learning disabilities

(or)

Briefly mention Role of teachers in facilitating education to learning disabled

10. Discuss the Factors influence and promote adjustment

(or)

Explain Stressors in students

11. Define study habits and its impact in academic success

(or)

Discuss the role of emotional quotient in learning

12 Discuss behavioural problems of students

(or)

Discuss behaviour modification methods

13. Explain Meaning and Scope educational counselling

(or)

Discuss the counseling skills

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**Course No: 7A - Course Name: EDUCATIONAL PSYCHOLOGY-APPLICATIONS  
AND SKILLS PRACTICUM**

**Hours-2/week**

**Max Marks 50**

1. Assessing study skills of slow and advance learners
2. Assessing study habits of school children
3. Case study in any one of the following- bullying, Examination stress, parental pressure
4. Identification of learning difficulties of children in classroom
5. Field visit – Special children/ Juvenile home

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**Course No: 6B**      **Course Name: INDUSTRIAL AND PERSONNEL PSYCHOLOGY**

**Time : 3hrs**

**Max.Marks-75**

**Learning outcomes:**

- a. To understand the psychological, social and economic contribution in developing industrial psychology
- b. To comprehend the personal psychology and selection, interviews and evaluation.

**Unit-I:**

**Industrial Psychology:** Definition, Goals of industrial psychology, economic basic of industrial psychology, Social Foundations of industrial psychology, the psychological foundation industrial psychology, the classical Howthron's studies.

**Unit-II :**

**Personnel Selection:** Purpose personnel test in industry- kinds of personnel test – Training methods job analysis – Job families, Application black.

**Unit-III**

**Organizational Psychology:** meaning definition of organizational psychology, models of organization – how is an organization created – utilizing and managing human resources-organizational effectiveness – survival and growth.

**Unit-IV**

**Work motivation:Deification** – process of motivation,Types of motivation,Motivation at work – theories of motivation a. Maslows, Hezburg, Vroom, X Y theories.

**Unit-V**

**Job Satisfaction:** Job –attitudes – Factors related to job satisfaction importance of job satisfaction –consequences of job satisfaction – measuring job satisfaction.

## **REFERENCES**

1. Industrial psychology, “H.L. Kaila, AITBS Publishers, india. J-5/6, Krishan Nagar, New Delhi. First ed., 2011.”
2. Industrial & organizational Psychology “Dr. K. Chandraiah, Student helpline”PublishingHouse(p) Lted., Hyderabad. First ed., 2012.
3. Industrial psychology, AshishPandeyAtul Kr. Sharma, Global Academic publishers & Distributors, F-8, New Delhi. “first ed., 2012.
4. Organizational psychology, Edgar H. Schein, Prentice Hall of India, Private Limited, New Delhi. 3<sup>rd</sup> ed., 1983.

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**MODEL QUESTION PAPER**

**6-B - INDUSTRIAL AND PERSONNEL PSYCHOLOGY**

**TIME: 3hrs**

**Max.Marks-75**

**PART-A**

**Answer Five question each question carries Five marks**

**5X5=25**

1. Industrial psychology
2. Personnel psychology
3. Organizational psychology
4. Work motivation
5. Job attitudes
6. Hawthorne study
7. Application blank
8. Flat structure

**PART-B**

**Answer the following Question**

**10X5=50**

9. Explain about social foundation of industrial psychology  
(or)

Briefly mention about scope of industrial psychology

10. Discuss on methods of personnel selection  
(or)

Explain about application blank

11. Define organizational psychology and its models  
(or)

Discuss about organizational effectiveness

- 12 Discuss about importance of X, Y theory

(or)

Explain about Maslow's theory of motivation

13. Explain meaning of job satisfaction and techniques to improve job satisfaction  
(or)

Discuss about measurement of job satisfaction.

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**Course No: 6B**      **Course Name: INDUSTRIAL AND PERSONNEL PSYCHOLOGY**  
**PRACTICUM:**

**Marks-50**

**Scale**

1. Least Preferred Co-worker (LPC)
2. Job Description Index,
3. Dexterity tests ,
4. Organizational Climate Scale & Achievement motivation.

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**Course No: 7B      Course Name: CONSUMER BEHAVIOR**

**TIME: 3hrs**

**Max.Marks-75**

**Learning outcomes:**

- a. To understand concept of consumer behavior and market research
- b. To comprehend the economic, social and psychological theory of buying motives.
- c. To study the effect of advertising, scale promotion.

**Unit-I Consumer Behavior:** meaning of consumer behavior – importance study of consumer behavior need for developing consumer behavior.

**Unit-II Marketing Research :** Meaning of marketing consumer behavior and marketing research --- types of market, consumer research methods: - primary Vssecondary research methods --- survey and technics --- observation method -experimental methods.

**Unit-III: Consumer Motivation:** nature of consumer motivation – need vs wants, buyer motivation, stages of the consumer buying process – types of consumer buying behavior.

**Unit-IV : Advertising:** Advertising process , types of advertising : digital – radio – online – covert – press- mobile bill board- in stores advertise, street advertise – celebrity brand roller advertising –technics of advertising – stages of advertising.

**Unit-V: Sales Promotion:**

Strategies – sale men ship – sale process – Packing essentials of packing, advantage of packing, kinds of labeling, Branding – Function of branding – importance of branding.

**REFERENCES :**

Top Consumer behavior Dr. M.M. Prasad, Top Publications, educational publishers, chowerybaza'r, Delhi.

Industrial organizational Psychology "Dr. K. Chandraiah, Student helpline"PublishingHouse(p) Ltd., Hyderabad. First ed., 2012.

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**7-B - CONSUMER BEHAVIOR**

**MODEL QUESTION PAPER**

**TIME: 3hrs**

**Max.Marks-75**

PART-A

**Answer Five question each question carries Five marks**

**5X5=25**

1. Meaning consumer behavior
2. Types of market
3. Buyer motivation
4. Advertisement
5. Sale promotion
6. Survey method
7. Buyer process
8. Mobile bill board

PART-B

**Answer the following Question**

**5X10=50**

9. Discuss about importance of consumer behavior  
(or)  
Explain need for developing consumer behavior
10. Discuss about importance of market research  
(or)  
Explain types of marketing
11. Discuss on needs Vs wants and buyer process  
(or)  
Types of consumer behavior
12. Discuss various types of advertising  
(or)  
Techniques and stages of advertising
13. Discuss on scale man ship  
(or)  
Explain about branding and function of branding

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**7-B - CONSUMER BEHAVIOR PRACTICUM :**

1. Consumer involvement scale,
2. purchase involvement scale,
3. Dexterity tests,
4. Work values inventories.

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**Course No:6C      Course Name: ABNORMAL PSYCHOLOGY**

**TIME: 3hrs**

**Max.Marks-75**

**I. Learning outcomes**

- Able to distinguish normal and abnormal Behaviour.
- Identify the causes of Abnormal Behaviour patterns.
- Able to explain Abnormal Behaviour patterns from various perspectives.
- Identify the appropriate methods of treatment for different abnormal behavior patterns.

**II. Syllabus (Total Hours-90 Including Teaching, Lab, Field Training, Internal Tests etc.,)**

**Unit-I: Introduction to Abnormal Psychology (10Hrs)**

Definition, Criteria of Abnormality – Deviance, Dysfunctional, Distressful and dangerous behavior, General Model of Abnormality – Methods of Research in Abnormal Psychology – Observation, Case Study, Interview, Psychological Tests, Correlation and Experimental Methods.

**Unit-II: Perspectives of Understanding Abnormal Behaviour (10Hrs)**

Biological Perspective, Psychodynamic Perspective, Behavioural Perspective, Cognitive - Behavioural Perspective, Humanistic Perspective, Socio-cultural Perspective.

**Unit-III: Classification of Maladaptive Behaviour (8Hrs)**

Advantages and Disadvantages of Classification, Characteristics of Good Clinical Classification System, DSM-IV TR, Classification of Psychological Disorders.

**Unit-IV: Causes of Abnormal Behaviour (12Hrs)**

Meaning of Necessary Cause, Sufficient Cause and Contributory Cause, Biological causal factors- Neurotransmitters and Hormonal imbalance in Brain, Genetic or Chromosomal Abnormalities, Brain Dysfunction, Constitutional Liabilities-Physical Handicaps and Temperament. Psychological Causal Factors. Parental Deprivation, Institutionalization, Abuse at Home, Faulty Parental Models-Authoritarian, Permissive, Neglectful, Inadequate Angry Communication, Pathogenic Family Patterns. Sociocultural Factors - Low socio economic status, unemployment, prejudice and discrimination in Race and Gender.

## **Unit-V: Treatment Approaches**

**(10Hrs)**

Common and Unique Features of Therapies, Therapeutic Outcomes. Psychoanalysis, Behaviouristic Therapy, Interpersonal Therapy and Cognitive-Behaviour Therapy: Relaxation Training, Exposure Therapy-Flooding, Implosive Therapy, Systematic Desensitization, Group Therapies- Family and Marital Therapy.

### **REFERENCES**

1. Butcher, J.N. Hooly, J.M., Mineka, S. & Dwivedi, C.B. (2017). Abnormal Psychology, Pearson publishers, New Delhi, India.
2. Carson, R.C., Butcher, J.N., & Mineka Susan (2003). Abnormal Psychology and Modern Life. Pearson publishers, New Delhi, India.
3. Comer, R.J. (2015). Abnormal Psychology. Wordsworth, New York, USA.
4. Sarsons, I.G. and Sarsons, B.R. (2005). Abnormal Psychology. Printice Hall of India Private Limited, New Delhi.

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Course No. 6C

**ABNORMAL PSYCHOLOGY**

MODEL QUESTION PAPER

Maximum marks 75

Time : 3 Hrs.

SECTION-A

Answer any FIVE of the following. Each question carries 5 marks

5X5=25

1. Abnormal behavior
2. Case study
3. Characteristics of good classification system
4. Necessary and sufficient causes
5. Chromosomal abnormalities
6. Pathogenic family patterns
7. Faulty parental models
8. Systematic desensitization

SECTION-B

Answer all questions each question carries 10 marks

5X10=50

9. Define abnormal behavior and discuss different criteria of abnormality?  
(Or)  
Discuss different methods of studying abnormal behavior?
10. Explain the psychodynamic perspective of abnormal behavior?  
(or)  
Explain behavioral perspective of abnormal behavior?
11. Discuss the classification of psychological disorders?  
(or)  
Explain the advantages and disadvantages of classification systems
12. Discuss the biological causes of abnormal behavior?  
(or)  
Briefly discuss the psychological causes of abnormal behavior?
13. Describe the cognitive-behavior therapies?  
(or)  
Explain briefly group therapies?

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**Course No. 6C - ABNORMAL PSYCHOLOGY-PRACTICAL**

Maximum marks 50  
credits 2

1. Clinical case analysis using secondary data to identify the symptoms and etiology of any psychological problem
2. Assessment of abnormal behavior patterns using psychological tests
3. Awareness complain for students in colleges or persons in society on psychological problems such as suicide, alcoholism
4. Conduct survey and collect data on psychological problems of people, barriers in seeking help, social support etc.,

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**Course No:7C**

**Course Name: PSYCHOLOGICAL DISORDERS- TREATMENT METHODS**

**TIME: 3hrs**

**Max.Marks-75**

**03 Credits**

**I. Learning out comes**

- Have working knowledge about identifying symptoms of different psychological disorders.
- Acquire basic knowledge of the various treatment methods of abnormal behavior.

**II. Syllabus (Total Hours-90 Including Teaching, Lab, Field Training, Internal Tests etc.,)**

**Unit-I: Anxiety Disorders**

**(10Hrs)**

Clinical Picture, Generalized Anxiety Disorders, Phobias, OCD, Post Traumatic Stress Disorders. Treatment of Anxiety Disorders.

**Unit-II Schizophrenia**

**(10Hrs)**

Clinical picture, sub types of Schizophrenia, role of genetic prenatal factors in the development of schizophrenia, Treatment of Schizophrenia.

**Unit-III: Neuro Developmental Disorders**

**(10Hrs)**

Clinical picture and etiology of intellectual disability, autism, ADHD.

Treatment of Neuro developmental Disorders.

**Unit-IV: Mood Disorders and Suicide**

**(10Hrs)**

Major depressive disorders, Causes and treatment of Depression. Bipolar Disorders, symptoms and causes, suicide, risk factors for suicide, life events and suicide and prevention of suicide.

**Unit-V: Substance induced Disorders**

**(10Hrs)**

Substance dependence and substance abuse, alcohol dependence, social and personal costs of alcoholic dependents, groups at risk for alcoholic dependent and abuse, treatment of alcohol dependents. Other drugs – barbiturates, cocaine, amphetamines and nicotine.

## **REFERENCES:**

1. Butcher, J.N. Hooly, J.M., Mineka, S. & Dwivedi, C.B. (2017). Abnormal Psychology, Pearson publishers, New Delhi, India.
2. Carson, R.C., Butcher, J.N., & Mineka Susan (2003). Abnormal Psychology and Modern Life. Pearson publishers, New Delhi, India.
3. Comer, R.J. (2015). Abnormal Psychology. Wordsworth, New York, USA.
4. Sarsons, I.G. and Sarsons, B.R. (2005). Abnormal Psychology. Printice Hall of India Private Limited, New Delhi.

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Course No. 7C PSYCHOLOGICAL DISORDERS AND TREATMENT METHODS

**MODEL QUESTION PAPER**

Maximum marks 75

Time : 3 Hrs.

**SECTION-A**

Answer any FIVE of the following. Each question carries 5 marks

5X5=25

1. Symptoms of Generalized Anxiety Disorder
2. Types of phobias
3. Delusions and hallucinations
4. Post traumatic stress disorder
5. Substance abuse and dependence
6. Bipolar disorder
7. Autism
8. Cocaine and nicotine

**SECTION-B**

Answer all questions each question carries 10 marks

5X10=50

9. Explain the development of phobias?  
(Or)  
Discuss the treatment of Generalized Anxiety Disorder?
10. Discuss the symptoms and subtypes of schizophrenia?  
(or)  
Discuss the role of genetic factors in schizophrenia?
11. Discuss the causes of intellectual disability?  
(or)  
Describe the symptoms of ADHD
12. Explain the risk for suicide and the strategies to prevent it?  
(or)  
Discuss the symptoms and causes of depression?
13. Explain the techniques of behavior therapy?  
(or)  
Describe the techniques of cognitive-behavior therapy?

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Course No. **7C PSYCHOLOGICAL DISORDERS AND TREATMENT METHODS**  
**PRACTICAL**

Maximum marks 50  
Credits 2

1. Assessment of anxiety, data analysis and interpretation
2. Assessment of depression, data analysis and interpretation
3. Assessment of behavior problems of children, data analysis and interpretation
4. Field visit to disability homes, old age homes, orphanage homes, hospitals schools for special children, delinquent homes.