

**ADIKAVI NANNAYA UNIVERSITY
RAJAHMUNDRY**



DEPARTMENT OF PSYCHOLOGY

**MA Psychology Course Structure
Scheme of Evaluation
Syllabus and Model Papers**

w.e.f. 2019 – 2020 Admitted Batch

ADIKAVI NANNAYA UNIVERSITY
RAJAMAHENDRAVARAM
DEPARTMENT OF PSYCHOLOGY
COURSE STRUCTURE
COURSE PATTERN AND SCHEME OF EVALUATION
(w.e.f. 2019-2020 Admitted Batch)

Pattern : Semester system
Duration : 4 Semesters in two academic years
Course pattern

- All the papers in the first three semesters are compulsory.
- Four papers in the semester-IV are compulsory (Papers 401; 402; 403 & 404) and the student will select two out of five papers as optional papers (Papers 405/406/407/408/409).
- A minimum of 4 to 6 students are necessary for a subject to be allotted.
- The student will study a total of twenty one papers with five papers for I, II, III semester and six papers for semester IV.
- Project guidelines: The project fieldwork is to be done during summer vacation i.e after II semester. Dissertation should be submitted by the student to the respective department during 2nd year study and presentation and viva-voce examination is to be held after IV semester examination.
- **Note:** For paper numbers 105,205,305, 403 and 404 the records/ case studies/ project reports have to be submitted one week before the commencement of the examination failing which the student shall forfeit the allotted marks.
- The 21 subjects consists 2100 marks.

Scheme of evaluation:

- Out of 100 marks for each subject, 75 marks (75%) marks in each paper are assigned for semester end examination and 25 marks (25%) for internal / continuous assessment for the course.
- The project work would be for 100 marks (50 marks for dissertation; 25 marks for viva-voce and 25 marks for Presentation-internal).
- Every theory and practical subject of 100 marks will have 5 and 8 periods' class load per week respectively, with 5 credits.
- Every subject will have four units of syllabus
- Semester end examination question paper structure consists of two sections, viz. Section A consists of four essay questions, one question from each unit of syllabus with internal choice a) or b). Section B short answer questions 8 questions two from unit of syllabus, with choice to attempt any five out of 8 short answer questions given.
- The brake up 25 marks (25 %)for internal examination / continuous assessment will be:
 - a) 15 marks for written examination, two written examinations are to be conducted average of both examinations is considered for awarding final score
 - b) 5 marks for attendance
 - c) 5 marks assignment preparation and presentation

(The proportionate may be followed for 50 marks paper / practical)

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- There may be comprehensive viva-voce at end of every semester being conducted by all subject teachers together assigning suitable credit from internal marks to be taken. This is intending to prepare and boost the student interview facing skills and comprehension of subject.

First Semester

Course No.	Title of the Paper	No. of periods of instruction per week	Maximum Marks			Credits
			Ext	Int	Tot	
101	Principles of Psychology	5	75	25	100	5
102	Physiological Psychology	5	75	25	100	5
103	Research Methodology	5	75	25	100	5
104	Cognitive Psychology	5	75	25	100	5
105	Experimental Psychology Practical's	8*	75	25	100	5

*Requirement in view of the subject availability

Second Semester

Course No.	Title of the Paper	No. of periods of instruction per week	Maximum Marks			Credits
			Ext	Int	Tot	
201	Developmental Psychology	5	75	25	100	5
202	Psychopathology	5	75	25	100	5
203	Social Psychology	5	75	25	100	5
204	Psychological Testing	5	75	25	100	5
205	Psychological Testing Practicals	8*	75	25	100	5

*Requirement in view of the subject availability

Third Semester

Course No.	Title of the Paper	No. of periods of instruction per week	Maximum Marks			Credits
			Ext	Int	Tot	
301	Educational Psychology	5	75	25	100	5
302	Organizational Behaviour	5	75	25	100	5
303	Fundamentals of Counselling Psychology	5	75	25	100	5
304	Health Psychology	5	75	25	100	5
305	Psycho-Diagnostics Practical's	8*	75	25	100	5

*Requirement in view of the subject availability

Continued...

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Fourth Semester

Course No.	Title of the Paper	No. of periods of instruction per week	Maximum Marks			Credits
			Ext	Int	Tot	
401	Clinical Psychology (Compulsory)	5	75	25	100	5
402	Advanced Counselling Psychology (Compulsory)	5	75	25	100	5
403	Case Studies* (Compulsory)	8*	75	25	100	5
404	Project * (Compulsory)	8*	75	25	100	5
405	Criminal Psychology (Optional)	5	75	25	100	5
406	Rehabilitation Psychology (Optional)	5	75	25	100	5
407	Life Skills Education (Optional)	5	75	25	100	5
408	Environmental Psychology (Optional)	5	75	25	100	5
409	Positive Psychology (Optional)	5	75	25	100	5

*Requirement in view of the subject availability

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First Semester

Course No.	Title of the Paper	No. of periods of instruction per week	Maximum Marks			Credits
			Ext	Int	Tot	
101	Principles of Psychology	5	75	25	100	5
102	Physiological Psychology	5	75	25	100	5
103	Research Methodology	5	75	25	100	5
104	Cognitive Psychology	5	75	25	100	5
105	Experimental Psychology Practicals	8*	75	25	100	5

*Requirement in view of the subject availability

ADIKAVI NANNAYA UNIVERSITY
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DEPARTMENT OF PSYCHOLOGY
PAPER 101: PRINCIPLES OF PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5
Credits : 5

End Exam Marks:75
Internal Marks: 25

Unit – I Introduction

- A. Historical origins of psychology as a science, Philosophical antecedents: classical Greek thought (Democritus, Plato, Aristotle), Continental Renaissance (Descartes);
- B. British empiricism (John Locke, James Mill and John S. Mill); Nativism (Kant)
- C. Beginnings of experimental tradition: Psychophysics (Weber, Fechner, Helmholtz, Wundt)
- D. Emergence of schools of Psychology I: Structuralism, Functionalism, Psychoanalysis, Behaviourism and Gestalt.

Unit – II Emotion and Motivation

- A. Emotion: Theories of emotion; James-Lange, Cannon-Bard,
- B. Cognitive theories of emotions; Indian perspective on emotions- Rasa theories
- C. Motivation: Theories of motivation: Instinct theory, Incentive theory, Drive reduction theory, Arousal theory, Humanistic theory and Expectancy theory.
- D. Freud's unconscious motivation theory, Maslow's need hierarchy theory, McClelland's achievement motivation theory

Unit – III Intelligence and Creativity

- A. Intelligence: Definition, Nature and history.
- B. Measurement of Intelligence- Concept of IQ, Types of Intelligence Tests, Variations in Intellectual Ability- Intellectually Gifted and Retarded, factors influencing Individual differences in Intelligence (Heredity and Environment)
- C. Intelligence Theories: Spearman's Two Factor, Thurston's Group Factor, Multiple Factor Theory (Thorndike and Guilford), Cattell's Theory, Theory of Multiple Intelligence (Gardner). Triarchic (Sternberg)
- D. Creativity, Types of Creativity and measurement of Creativity

Unit – IV Personality

- A. Personality: Nature and Scope, Biological and Social Factors in Personality
 - B. Psychoanalytic theories : Freud, Jung, Adler
 - C. Type and trait approaches : Eysenck and Cattell
 - D. Developmental approach : Erik Erikson, Big Five Factor Theory
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Recommended Books:

1. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
 2. Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
 3. Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
 4. Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
 5. Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.
 6. Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.
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DEPARTMENT OF PSYCHOLOGY
PAPER 101 – PRINCIPLES OF PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Define Psychology and explain its historical origins as science.
Or
Write briefly on British Empiricism.
 2. Explain in detail the psychophysical methods.
Or
Write briefly the schools of psychology and their contributions to the understanding of human behaviour?
 3. Explain various theories of emotion.
Or
Critically evaluate Maslow's Hierarchy theory?
 4. Discuss Freud's psychoanalytic theory
Or
Give an account of Erik Erikson's Theory.
 5. Answer any FIVE of the following:
 - a. Contributions of Democritus
 - b. Collective Unconsciousness
 - c. Trait approach
 - d. McClelland's achievement motivation
 - e. John Locke's concept of tabula rasa
 - f. Rasa Theory
 - g. Scaling techniques
 - h. Vedanta School of thought
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PAPER 102: PHYSIOLOGICAL PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

No. of Hrs/Week: 5

Credits: 5

End Exam Marks: 75

Internal Marks: 25

Unit – I

- A. Introduction to physiological psychology; Neuron: Anatomy, Excitatory postsynaptic influences, Inhibitory post synaptic influences, Chemical basis – neurotransmitters and Pre synaptic influences
- B. Organization of Nervous system: Structure of Nervous system; Peripheral nervous system.
- C. Spinal cord and Brain; Cerebral Hemispheres
- D. Capabilities of Right and Left hemispheres.

Unit – II

- A. Hormones and Behaviour: Major endocrine glands and their functions
- B. Hormones of stress
- C. Hormones of growth
- D. Sexual behaviour and reproduction.

Unit – III

- A. Physiological basis of perception
- B. Vision: Structure of the eye (retina, rods and cones)
- C. Mechanisms for Pattern vision and colour vision.
- D. Audition: Structure of the ear, processing auditory information.

Unit – IV

- A. Physiological basis of Emotions and Learning and Amygdala
- B. Role of hypothalamus, limbic system in emotionality
- C. Physiological changes during learning.
- D. Role of hippocampus and cerebellum in learning.

Reference:

Levinthal, C.F.(1996). Introduction to Physiological Psychology, 3rd edition, New Delhi, Prentice Hall.

Pinel, J.P.J. (2006). Biopsychology, 6th edition. New Delhi, Pearson Education.

Morgan, T.C and Stella, E . (1950). Physiological Psychology

Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.

Bridgeman, . (1994) The Biology of the Behaviour and mind, New York, Prentice Hall.

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PAPER 102 – PHYSIOLOGICAL PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

Answer any FIVE questions. All questions carry equal marks.

(Question number 5 is compulsory)

1. Explain in detail the pre and post synaptic influences on neural activity and functions.
Or
Describe the structure and function of the brain
 2. Give an account of the major endocrine glands and explain their functions
Or
Discuss the relationship of Hormones with reproduction
 3. Write about the structure of eye
Or
Describe the process of auditory information.
 4. What is the role of hippocampus and cerebellum in learning?
Or
What is the role of hypothalamus, limbic system in emotionality?
 5. Answer any FIVE of the following:
 - a. Neurotransmitters
 - b. Functions of Thalamus
 - c. Spinal Cord
 - d. Hormones of stress
 - e. Amygdala
 - f. Physiological changes during learning
 - g. Colour vision
 - h. Physiological basis of perception
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Paper 103: RESEARCH METHODOLOGY

(w.e.f. 2019-2020 Admitted Batch)

No. of Hrs/Week: 5

Credits: 5

End Exam Marks: 75

Internal Marks : 25

Unit - I Basic concepts of experimental method

- A. Research: Meaning, Purpose, and Dimensions
- B. Variable; Qualitative and quantitative variables, Independent variables, Dependent variables, Extraneous variables: Experimental control
- C. Sampling; Probability sampling methods, Non probability sampling methods
- D. Research Problem and Hypothesis

Unit - II Methods of data collection

- A. Qualitative methods:
 - Observation, Purpose of observation, Types of observation,
 - Interview: Types of interview, Major functions of interview, Factors affecting the uses of interviews, Advantages and disadvantages of interview, Important sources of errors in interview;
 - Content analysis: Purposes of content analysis, Methods of content analysis, Evaluation of content analysis
- B. Quantitative methods:
 - Questionnaires, Types of questionnaires, Functions and applicability of questionnaires;
 - Rating scales: Types of rating scales (Numerical, graphical, standard, Q sort, Semantic differential, sociometry), Errors in ratings, Methods of improving effectiveness of rating scales.
- C. Types of research: Experimental research - Laboratory experiments, Field experiments
- D. Non-experimental research - Ex-post facto research, Field study, Survey research, Case studies, Ethnographic studies, Grounded theory, Focus groups.

Unit - III Statistics

- A. Types of scales (Ordinal, Nominal, Interval and ratio scales);
Graphic representation of data;
Measures of central tendency and variability;
Normal Probability Curve: Characteristics, deviations and applications; Power analysis. Effect size.
 - B. Correlations - Pearson Product moment correlation, Rank order correlation, Biserial correlation, Point biserial correlation, Tetra choric correlation, Phi coefficient, Partial correlation, Multiple correlations.
Regression - Concept and uses; Simple Linear Regression, Regression analysis.
 - C. Multivariate statistics:
Factor analysis - Basic terms, overview of extraction methods Overview of rotation methods, higher order factor analysis;
Exploratory and Confirmatory factor analysis.
 - D. Non parametric statistics - Chi-square, Sign test, Median test, Sign rank test, u test, Kruskal-Wallis H test, Friedman test
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IV. Designs

- A. Between subject designs:
 - Two randomized group designs,
 - More than two randomized group designs;
 - Factorial design,
 - Matched group designs,
 - Statistical analysis – t test, F test.
- B. Within subject designs:
 - Two conditions,
 - Several conditions,
 - Evaluation,
 - Statistical analysis – t test, F test
- C. Single subject designs:
 - With draw designs,
 - Reversal design,
 - Multiple base line designs,
 - Changing criterion designs,
 - Data analysis, Evaluation;
 - Quasi-experimental designs
- D. Writing a research report:
 - Structure and format,
 - Style of writing
 - Evaluating a research report

Recommended reading:

1. D.Amto, M.R. (1979). Experimental Psychology, Methodology Psychophysics and Learning. New Delhi : Tata Mc-Graw Hill.
 2. Garrett, H.E. (1966) Statistics in Psychology and Education. Bombay : Vakils Feefer & Simon Pvt. Ltd.
 3. Guilford J.P. (1965). Fundamental Statistics in Psychology and Education (4th Edn.). New Delhi: Subject Publications.
 4. Herson, M. & Barlow, D.H. (1980) Single – Case Experimental Designs NewDelhi : Prentice – Hall of India Limited.
 5. Kerlinger, F.N. (1978) Foundations of Behavioural Research, New Delhi : Subject Publications.
 6. Kurtz, A.K. & Mayo, S.T. (1980). Statistical methods in Education and Psychology. New Delhi : Narosa Publishing House.
 7. Mc.Guigan, F.J. (1990) Experimental Psychology New Delhi: Prentice Hall of India Limited.
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PAPER 103 – RESEARCH METHODOLOGY
(w.e.f. 2019-2020 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Define experimental control and describe its significance
OR
Describe various sampling techniques.
 2. Explain Qualitative methods of data collection
OR
Compare and contrast laboratory experiment and field experiment with the help of suitable examples
 3. Explain various types of scales
OR
What are different types of correlations? Discuss any two correlations methods.
 4. What is meant by Factorial design? Statistically analyze it with a hypothetical example
OR
Discuss the different important designs of single subject experimental research
 5. Answer any FIVE of the following
 - a. Dependent Variables
 - b. Content Analysis
 - c. Ex-post facto research
 - d. Matched group designs
 - e. Central Tendency
 - f. Hypothesis
 - g. Quasi-experimental designs
 - h. Chi-square
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Paper 104: COGNITIVE PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5
Credits : 5

End Exam Marks:75
Internal Marks : 25

Unit – 1: Introduction

- A. Definition and Domain of Cognitive Psychology
- B. Mental Representations; Stages of Processing; Serial Processing and Parallel Processing
- C. Attention: Selective Attention and its theories; Divided and Sustained Attention; Bottleneck theories
- D. Knowledge Representation: Rule-Governed Concepts, Object concepts, Meta-representations; Propositions and Images

Unit - 2 Sensations and Perception

- A. Definition and differentiation between sensation and perception. Sensory thresholds, subliminal perception and signal detection theory
- B. Principles of perceptual organization: figure and ground, Isomorphism, grouping, closure, proximity, similarity, contrast, pregnanz. Perceptual constancies
- C. Perceptual processes: Pattern Recognition- Agnosia, Bottom-Up and Top-Down Approaches, Object representation. Plasticity of perception: Innate or learned; Extra Sensory Perception.
- D. Modularity: Holistic and Analytical Processing, Face perception and speech perception; Subliminal Perception

Unit - 3 Learning and Memory

- A. Learning: Work of Ebbinghaus, Pavlov, Hull, Tolman & Skinner; Verbal learning – Meaningfulness of material distribution of practice, Whole vs Part method, active recitation and transfer of training
- B. Memory: Short-Term versus Long-Term memory, Types of Long-term Memory; Encoding and Retrieval Processes; Working memory
- C. Memory Distortions: Encoding Distortions; Eyewitness Testimony.
- D. Methods of measurement

Unit - 4 Thinking and Language

- A. Problem solving: Well-Defined and Ill-Defined Problems; Productive and Reproductive Problem Solving, General Model of Problem Solving; Decision making: Subjective Utility and Heuristics.
 - B. Reasoning: Syllogistic Reasoning, Conditional Reasoning; Creativity: Stages and Sources.
 - C. Language: Origins, Structure and Use; Representations of Language.
 - D. Comprehension of Language- Word, Sentence, Discourse and Reading speed.
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Recommended Books:

1. Edward, E. S., & Stephen, M.K. (2007). Cognitive Psychology: Mind and Brain. New Jersey: Prentice Hall India.
 2. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
 3. Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
 4. Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
 5. Morgan, C.T. (1965). Physiological Psychology (3rd edition) Tokyo: McGraw Hill Kogakusha.
 6. Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
 7. Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.
 8. Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.
 9. Ronald T. Kellogg. (2012). Fundamentals of Cognitive Psychology: 2nd Edition. Sage Publications.
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Paper - 104: Cognitive Psychology
(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Define and discuss the domain of Cognitive Psychology
OR
Explain various knowledge representation processes
 2. Explain the perceptual processes with reference to pattern recognition.
OR
Discuss Holistic and Analytical processing.
 3. Discuss the pioneering work of Ebbinghaus in the area of learning.
OR
Critically evaluate distortions of memory.
 4. Give an account of the language structure and representations.
OR
Explain the concepts of reasoning and creativity
 5. Answer any FIVE of the following:
 - a. Sustained Attention
 - b. Reading speed
 - c. Perceptual Constancies
 - d. Object concepts
 - e. Subliminal Perception
 - f. Heuristics
 - g. Eyewitness Testimony
 - h. Transfer of Training
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PAPER – 105: EXPERIMENTAL PSYCHOLOGY PRACTICALS

(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 8
Credits : 5

End Exam Marks:75
Internal Marks : 25

PART-A: Experimental Psychology Practicals

At least 8 experiments have to be conducted and detailed reports of the same have to be written.

1. Perceptual constancy of size as a function of distance cues using the method of average error.
2. Effect of practice on space perception using Wiggly Blocks.
3. Assessment of extrasensory perception by telepathic, clairvoyant and precognition tests.
4. Comparison of speed for discriminative and choice reaction time.
5. Effect of muscular tension on mental work.
6. Fluctuation in efficiency of continuous work.
7. Transfer of learning and interference effects (P1 & R1) in verbal paired associated material.
8. Span of attention for unconnected letters and words vs connected letters and words
9. Retention for completed and interrupted tasks
10. Types of errors identifiable in learning tests using Peterson's Tests of Rational learning
11. Assessment of memory using recall, recognition and relearning tests, serial position effects in free immediate and delayed recall.
12. Verbal concept formation using geometrical designs.
13. Assessment of abstract concept formation using Hanfmann-Kasanin Blocks.
14. Effect of set in solving verbal and numerical problems
15. Trial and error vs insightful learning

* Experiment 3 is compulsory

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PART B : CASE REPORTS

The student has to choose at least three cases with different psychological problems, study them and write a comprehensive report of the same.

- Case – study includes
- Collecting personal information.
- Conducting interviews
- Gathering the background factors leading to the present problem
- Making valid observations with respect to grooming, speech, non-verbal communication etc.
- Inference based on the verbal reports and behavioural manifestation.

The above information is integrated and written in the form of a report.

PART - C: WORKFILE

The student has to choose a topic which is part of their curriculum and prepare a detailed note on the selected topic. It should have introduction, body, summary and references.

Scheme of Evaluation: Marks

Mid Semester examination (Internal)	25 Marks
Record (Experimental Psychology Practicals)	30 Marks
Case Reports	15 Marks
Practical conduction and writing the report (Experimental Psychology)	10 Marks
Viva voce on Experimental Psychology/ Record and case reports	20 Marks

Total:	100 Marks

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Second Semester

Course No.	Title of the Paper	No. of periods of instruction per week	Maximum Marks			Credits
			Ext	Int	Tot	
201	Developmental Psychology	5	75	25	100	5
202	Psychopathology	5	75	25	100	5
203	Social Psychology	5	75	25	100	5
204	Psychological Testing	5	75	25	100	5
205	Psychological Testing Practicals	8*	75	25	100	5

*Requirement in view of the subject availability

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PAPER - 201: DEVELOPMENTAL PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5
Credits : 5

End Exam Marks:75
Internal Marks : 25

Unit – 1

- A. Definition, nature and evolution of the field
- B. Research Methods : Experimental and Non-experimental (Case Studies, Observation, Interviews)
- C. Factors influencing development : Heredity, Environment,
- D. Importance of critical periods in development

Unit – II

- A. Beginnings of Life : Important aspects of development in the pre-natal and post-natal period; Development in Infancy and Toddlerhood; Physical and motor skills Learning and Maturation, Cognitive development : Piaget's theory Language development : Learning and nativism theories (Chomsky) Personality and social development : Contributions of Freud, Erikson, Bowlby
- B. Development in Early Childhood: Physical and motor skills; Cognitive development : Piagets' theory; Language development : Development of social speech; Personality and Social Development : Contributions of Freud, Erikson, Bandura; Role of rearing practices: Gender roles and gender stereotyping; Gender schema theory of Bem.
- C. Development in middle childhood: Physical and motor skills development; Cognitive development: Piaget's theory; Moral development: Piaget and Kohlberg; Personality and social development: Freud, Erikson and Bandura; Development of self-concept Influence of peer relationships
- D. Development in Adolescence; Physical development and maturation; Cognitive development: Piaget; Adolescent Ego-centricism; Moral development: Kohlberg; Personality and social development: Contribution of Hall, Mead, Freud and Erikson; Identity formation

Unit – III

- A. Development in young adulthood: Physical development. Sensory and psychomotor functioning; Cognitive development: Schaie's stages of cognitive development; Sternberg's triarchic theory of intelligence; Moral development : Kohlberg's theory;
 - B. Gilligan's levels of moral development in women; Personality and social development: Normative crisis model and timing-of-events Model; Intimate relationships of Marriage, Parenthood; Vocational development
 - C. Development in middle adulthood: Physical changes of Middle age; Aspects of intellectual development; Personality and social development: Jung, Erikson, Peck;
 - D. Psychological developments critical to adjustment; Issues related to occupation
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Unit-IV

- A. Late Adulthood: Old Age: Physical changes; Issues related to intellectual functioning;
- B. Personality and social development: Erikson, Peck's three adjustments of late adulthood;
- C. Vaillant's factors in emotional health; Personal relationships in late life
- D. Attitudes towards death, dying and bereavement

Recommended reading:

Hurlock, E.B. (1980). *Developmental Psychology: A life span Approach*. New Delhi: Tata McGraw-Hill.

Papalia, D.E. & Olds, S.W. (1992). *Human Development*. New Delhi: Tata McGraw-Hill

Beck, L. (2003). *Child Development*. New Delhi: Pearson

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PAPER 201 – PSYCHOLOGY OF LIFE SPAN DEVELOPMENT
(w.e.f. 2019-2020 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Discuss the genetic and environmental factors influencing development?
Or
Write in detail about Research Methods used to study issues related to Life span development?
 2. Explain the important aspects of development during pre and post natal period.
Or
Explain Piaget's theory of cognitive development?
 3. Critically examine Gilligan's level of moral development in women?
Or
Explain developmental characteristics of middle adulthood
 4. Describe Valliant's factors in emotional health
Or
Explain personality and social development during old age?
 5. Answer any FIVE of the following:
 - a. Characteristics of old age
 - b. Language development during infancy
 - c. Physical changes of Middle age
 - d. Physiological changes during adolescence
 - e. Sternberg's Triarchic theory
 - f. Attitudes toward Death during old age
 - g. Critical periods in development
 - h. Evolution of the field of Life Span
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ADIKAVI NANNAYA UNIVERSITY
RAJAMAHENDRAVARAM
DEPARTMENT OF PSYCHOLOGY

Paper 202: PSYCHOPATHOLOGY
(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5
Credits : 5

End Exam Marks:75
Internal Marks : 25

Unit – 1: Definition and criteria of psychological abnormality

- A. Historical views of abnormal behaviour and current trends
- B. Theoretical perspectives I: Psychodynamic and Humanistic
- C. Theoretical perspectives II: Behavioural and Cognitive
- D. Classification systems: DSM and ICD

Unit - 2 Causes of abnormal behaviour

- A. Biogenic: genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances,
- B. Physical deprivation and brain pathology
- C. Psychosocial: parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress
- D. Socio-cultural: War and violence, group prejudice and discrimination, poverty and unemployment

Unit - 3 Clinical Picture of disorders

- A. Disorders of childhood and adolescence : Hyperkinetic, conduct, anxiety, elimination disorders, learning, communication and co-ordination disorders, Autism, mental retardation
- B. Common mental disorders: Generalized anxiety, phobias, obsessive-Compulsive, panic, depression, post-traumatic stress disorder, eating disorders, dissociative disorders, somatoform, psycho-physiological disorders, personality disorders, nonorganic sleep disorders, impulse control disorders.
- C. Disorders related to substance use : Depressants, stimulants, hallucinogens, cannabis
- D. Sexual and Gender Identity disorders

Unit – 4 Severe mental disorders and Mental Health in India

- A. Schizophrenia, Delusional disorders and Mood disorders
 - B. Organic mental disorders of dementia, delirium and due to brain damage
 - C. Growth of mental hospitals in India and Culture-bound syndromes in India
 - D. Eastern and Western perspectives on mental health
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Recommended Books:

1. Altrocchi, J. (1980) Abnormal Behaviour. New York: Hartcount brace Jovanovich
 2. American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders (DSM IV). Washington, D.C. APA.
 3. Bootzin, R.R. & Acocella, J.R. (1994). Abnormal Psychology: Current Perspectives. New York: McGraw Hill Publishing Company.
 4. Carson, R.C., Butcher, J.N. & Mineka, S. (1996). Abnormal Psychology and Modern Life. New York: Harper Collins College Publishers.
 5. Cokerham, W.C. (1996). Sociology of Mental Disorders. New York: McGraw Hill International.
 6. Davison, G.C. & Neale, J.M. (1990). Abnormal Psychology. New York: John Wiley & Sons.
 7. Duke, M.P. & Nowicki, S. (1986). Abnormal Psychology: A New Look. Tokyo: CES Publishing Japan Limited.
 8. Kapoor, M.(1994). Mental Health of Indian Children. New Delhi: Sage.
 9. Sharma, S. (1990) Mental Hospitals in India, New Delhi: Directorate General of Health Services.
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DEPARTMENT OF PSYCHOLOGY

Paper - 202: PSYCHOPATHOLOGY
(w.e.f. 2019-2020 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Give a brief account of the major landmarks in the history of abnormal psychology.
OR
Define abnormality and describe some criteria used for distinguishing normal and abnormal behaviour.
 2. Explain the biogenic causes of abnormal behaviour
OR
Trace the influence of psychogenic and sociocultural factors in the development of mental illness.
 3. Describe characteristics associated with autism and mental retardation
OR
Examine the development of obsessive compulsive personality
 4. What are mood disorders. Differentiate between major depression and bipolar disorders.
OR
Discuss concept of mental health as understood from Eastern perspectives.
 5. Answer any FIVE of the following:
 - a. ICD
 - b. Post traumatic stress disorder
 - c. Hallucinogens
 - d. Neurotransmitter imbalances
 - e. Early Trauma
 - f. Culture bound syndromes in India
 - g. Cognitive views of Abnormality
 - h. Dementia
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ADIKAVI NANNAYA UNIVERSITY
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DEPARTMENT OF PSYCHOLOGY

Paper - 203: SOCIAL PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5
Credits : 5

End Exam Marks:75
Internal Marks : 25

Unit I.

- A. Definition and focus of Social Psychology.
- B. History of Social Psychology in India.
- C. Research Methods in Social Psychology: Systematic observation,
- D. Correlation Method and Experimental Method.

Unit II.

- A. Social Perception – Non verbal communication; Attribution Theories – Heider, Jones, Kelley & Davis; Impression formation – Asch’s experiments
- B. Social cognition – Effect of schemas and stereotypes
- C. Interpersonal attraction – Friendship, Love and relationships
- D. Social learning theories – Bandura & Rotter; Social Reinforcement theory

Unit III.

- A. Attitudes – Definition, formation and change; Theories of Attitude change
- B. Prejudice, discrimination and deprivation; Discrimination against women and other social groups with specific reference to India
- C. Social Influence – Conformity, Influence, Compliance, Ingratiation, Multiple requests and Obedience
- D. Pro-social Behaviour – Helping and Intervening; Aggression – Nature, causes and control; Groups – Effect on individual performance and decision making

Unit IV.

- A. Social Psychology in action: Leadership, job satisfaction and achievement orientation in world of work
 - B. Population Psychology – personal space, crowding and territoriality
 - C. Environmental Psychology – poverty, violence and environmental health hazards
 - D. Ethnic diversity and gender diversity
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Recommended Books:

1. Baron, R.A., & Byrne, D. Social Psychology. Pearson Prentice Hall. India.
 2. Berkowitz, L. (1986). A Survey of Social Psychology (3rd Edition). New York: Holt, Rinehart and Winston.
 3. Brown, R. (1965). Social Psychology. New York. The Free Press.
 4. Desai, N. & Krishnaraj, M. (1987). Women and Society in India. Delhi: Ajantha Publications.
 5. Lindgren, H.C. (1973). An Introduction to Social Psychology. New Delhi: Wiley Eastern Limited.
 6. Matim, T. Social Psychology.
 7. Mishra, G. Applied Social Psychology in India.
 8. Sinha, D. (1981). Socialization of the Indian Child. New Delhi: Concept Publishers.
 9. Sinha, D. (1986). Psychology in a Third World Country. New Delhi: Sage.
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DEPARTMENT OF PSYCHOLOGY

PAPER 203: SOCIAL PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Write a brief account of development of social psychology in India
OR
Explain various research methods used in social psychology
 2. What is attribution? Discuss Heider and Kelley's attribution theories
OR
Examine the various determinants of interpersonal attraction.
 3. Write a brief account of causes of women's subordination.
OR
What are the aids in making decisions? Give examples.
 4. Explain various types of leadership styles
OR
Explain in detail the consequences of deprivation in the Indian socio-cultural context.
 5. Answer any FIVE of the following:
 - a. Definition of Social Psychology
 - b. Prejudice
 - c. Stereotypes
 - d. Impression Formation
 - e. Systematic observation
 - f. Aggression
 - g. Personal space
 - h. Ethnic diversity
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ADIKAVI NANNAYA UNIVERSITY
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DEPARTMENT OF PSYCHOLOGY

Paper - 204: PSYCHOLOGICAL TESTING
(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5
Credits : 5

End Exam Marks:75
Internal Marks : 25

UNIT I Introduction to Psychological Assessment

- A. Nature and scope of human assessment. Concepts of assessment and testing
- B. Psycho-physiological scaling methods – method of average error, method of limits, method of constant stimuli and Steven’s power law;
- C. Psychological scaling methods – method of pair comparison, method of rank order and method of successive categories
- D. Attitude scales – method of equal intervals, method of summated ratings and method of cumulative scaling

UNIT II Methods of Assessment

- A. Behavioral observation. Assumptions underlying behavioral observation in pre-intervention assessment
- B. Behavioral observation process – sampling in behavioral observation (time sampling, event sampling, subject sampling and situation sampling), Methods of recording observation data
- C. Behavioral interview. Functions and characteristics of behavioral interview. The interview structure. Common errors and tactics of behavioral interview
- D. Self-monitoring – meaning and methods of recording self monitored data. Applicability of self-monitoring; Psycho-physiological measurement – applicability and measurement procedures

UNIT III Test Construction and Test Standardization

- A. Theory of test scores – true score, error score and test score; Item writing, response sets
- B. Item analysis - Meaning and purpose of item analysis; Speed and power tests
- C. Test Properties: Reliability – Meaning and Types of reliability; Validity – Meaning and Types of Validity
- D. Norms - Meaning of Norm; Steps in developing norms and Types of Norms

UNIT IV Introduction to Psychological Testing and Measurements

- A. Meaning and nature of a psychological test. Examiner and situational variables. Test-takers perspective; Applications of Testing (Educational, Occupational and clinical); Testing diverse populations
 - B. Measurement of Intelligence (Definition, types and theories of intelligence), Measurement of Aptitude and Interest
 - C. Measurement of Personality -Meaning and purpose of personality measurement; Projective techniques and Evaluation of personality inventories and projective techniques
 - D. Ethical and social consideration in testing - User qualifications, Protection of privacy, Confidentiality, Communicating tests results
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RECOMMENDED READING

1. Anastasi, A & Urbina S. (1997) *Psychological Testing*. New Jersey : Prentice Hall International.
 2. Ciminero, A.R. (Eds) (1986). Handbook of behavioral assessment. New York: John Wiley & Sons Inc.
 3. D.Amato, M.R.(1979) *Experimental Psychology, Methodology, Psychophysics and Learning*. New Delhi:Tata Mc Graw-Hill.
 4. Freeman, F.B. (1971) *Theory and Practice of Psychological Testing*. New Delhi: Oxford and IBH publishing Company.
 5. Gronbach, I.J. (1960) *Essentials of Psychological Testing*. New York: Harper.
 6. Guilford J.P. (1954). *Psychometric methods*. New Delhi: Tata Mc Graw-Hill Publishing company Ltd.
 7. Gulliksen, H (1965) *Theory Mental tests*. New York: John Wiley.
 8. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
 9. Kerlinger, H (1978) *Foundations of Behavioural Research* New Delhi: Subject Publications.
 10. Nunnally, J. (1967) *Psychological Measurement*. New York: Mc Graw Hill.
 11. Singh A.K. (2004) *Tests measurements and Research Methods in Behavioural science* Patna: Bharati Bhavan Publishers and Distributors.
 12. Haynes, S.N. (1978). Principles of Behavioral Assessment. New York: John Wiley & Sons Inc.
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DEPARTMENT OF PSYCHOLOGY

PAPER 204: PSYCHOLOGICAL TESTING
(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. What is Psychological assessment? Discuss its significance.
OR
Explain various types of Psychological scaling methods
 2. Describe the functions and characteristics of the Behavioural interview.
OR
Write about the applicability and functions of Psychophysiological measurements
 3. Explain the important components of test standardization
OR
Define reliability and validity. What is the relationship between reliability and Validity? Discuss any two methods of estimating reliability.
 4. Explain measurement of Intelligence.
OR
Discuss various ethical and social consideration in psychological testing
 5. Answer any FIVE of the following:
 - a. Method of average error
 - b. Cumulative scaling
 - c. Time sampling
 - d. Common errors in interview
 - e. Norms
 - f. Speed and Power tests
 - g. Aptitude
 - h. Confidentiality
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ADIKAVI NANNAYA UNIVERSITY
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DEPARTMENT OF PSYCHOLOGY

Paper - 205: PSYCHOLOGICAL TESTING PRACTICALS
(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 8
Credits : 5

End Exam Marks:75
Internal Marks : 25

Part-A: *At least 10 tests have to be conducted and written with a minimum of two from each unit.*

I. Ability tests :

1. Ravens progressive matrices tests
2. Weschler's Adult Intelligence test
3. Weschler's Intelligence scale for children
4. Seguire Form Board

II. Aptitude and Interest tests :

1. Differential Aptitude tests
2. Thurstone Interest schedule
3. David's Battery of Differential aptitude test

III. Personality and adjustment scales :

1. **MBTI**
2. Cattell's 16 Personality Factor Questionnaire (16PF)
3. Bell's Adjustment Inventory.
4. State and Trait Anxiety Inventory
5. Minnesota Multiphase Personality Inventory (MMPI).
6. **ASEBA** Problem checklist.

IV. Projective tests :

1. Thematic Apperception Test (TAT).
2. Rorschach Ink Blot test.
3. Rosenweig Picture Frustration test.
4. Rotter incomplete sentence blank.

Part-B: *At least one practicals have to be conducted and written.*

1. Educational guidance.

On the basis of scores obtained on an intelligence test, an interest test, an aptitude test, school marks and socio economic status assess the educational options of student.

2. Estimation of Deterioration Quotient.

Using WAIS determine the deterioration quotient of a person above 60 years of age. Administer PGI or Weschler memory scale on the same person and compare the results.

3. Assessing abilities of a child.

Assess abilities of a child by administering the WISC, CFIT and SPM and compare the results of the three tests.

4. Assessing the personality of a child.

Assess the personality of a child by administering a personality inventory and CAT. Compare the results of the two tests.

5. Assessing the personality of an adult.

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Evaluate the personality of an adult by administering a personality inventory and TAT. Compare the results of the two tests.

6. Assessing the adjustment and problems of an adolescent.

Identify the adjustment problems of an adolescent by administering ASEBA's Youth Self Report (11-18) and Bell's adjustment inventory.

Part-C - Review of articles

The students are required to critically review two articles; one from a national journal and the other from an international journal. The review should include

- Title of article and names of author(s)
- Identification of variables (independent, dependent and extraneous)
- Method of control of extraneous variables
- Sampling procedure
- Measuring instruments
- Design
- Statistical analysis
- Summary of findings
- Observations

Xerox copies of the articles should be appended to the review

RECOMMENDED READING:

1. Anastasi, A. & Urbina, S. (1997) *Psychological Testing*. New Jersey : Prentice Hall International Inc.
2. Freeman, G.B. (1971) *Theory and Practice of Psychological testing* . New Delhi : Oxford and IBH Publishing Co.
3. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
4. Singh, A.K. (2004). *Test Measurements and Research Methods in Behavioural Sciences*. Patna: Bharat Bhavan Publishers and Distributors.

Scheme of examination:

Mid Semester examinations (internal)	: 25 Marks
Record	: 40 Marks
Administration of test and Interpretation of test results	: 15 Marks *
Viva voce	: 20 Marks
 Total	 : 100 Marks

Note:

*: The student is required to administer a test on a subject.

The student is given an answered test which he/she has to score and interpret.

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Third Semester

Course No.	Title of the Paper	No. of periods of instruction per week	Maximum Marks			Credits
			Ext	Int	Tot	
301	Educational Psychology	5	75	25	100	5
302	Organizational Behaviour	5	75	25	100	5
303	Fundamentals of Counselling Psychology	5	75	25	100	5
304	Health Psychology	5	75	25	100	5
305	Case Studies	8*	75	25	100	5

*Requirement in view of the subject availability

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PAPER - 301: EDUCATIONAL PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5

Credits : 5

End Exam Marks:75

Internal Marks : 25

Unit - 1 Nature and scope of Educational Psychology

- A. Contributions of Psychology to education.
- B. Cognitive development - Piaget's theory of Cognitive development. Vygotsky's socio-cultural Perspective.
- C. Language development in the school years. Dialects, bilingualism.
- D. Intelligence tests (WISC and WPPSI)

Unit - 2 Personal, social and emotional development

- A. Erikson's theory. Understanding ourselves and others.
- B. Self-concept and Self-esteem.
- C. Kohlberg's stages of moral development. Moral behaviour.
- D. Socialization. Family, peers and teachers

Unit - 3 Learner differences, learning needs and disorders

- A. Cognitive and learning styles. Mild and severe learning disabilities.
- B. Students with health impairments. Deaf and hard of hearing, Low vision and blindness.
- C. Hyperactive and Attention disorders. Gifted and talented children. Communication disorders Speech and language disorders. Oppositional-Defiant and Conduct disorders. School phobia.
- D. Culture and community - Socioeconomic status. Low expectations. Low self-esteem. Learned helplessness. Peer and home environment influences. Gender-role identity. Gender differences in the classroom

Unit - 4 Interventions

- A. Academic problems: Academic productivity, Homework completion, Reading performance
 - B. Mathematics performance, written language, Social studies and science, performance
 - C. Interventions to modify behaviour and enhance social competence: Inappropriate behaviour in classroom, Special classes and less structured situations
 - D. Verbal and physical aggression, Cooperative behaviour.
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Recommended reading

Woolfolk, A. (2004). Educational Psychology (9th Ed.). Pearson Education, Delhi

Boucher, R. (1999). Students in Discord. Greenwood Press, Connecticut

Rathvon, N. (1999). Effective School Interventions, The Guilford Press. New York

Kaufman, A.S. and Lichtenberger, E.O. (2000) Essentials of WISC III and WPPSI-R Assessment. John Wiley and Sons, New York

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PAPER 404 – EDUCATIONAL PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Write the effects of bilingualism on language development.
OR
What are the major contributions of psychology to Education?
 2. Evaluate Erikson's theory of social development
OR
Describe the role of peers on socialization.
 3. What are the factors that contribute to learning disabilities?
OR
What are the influences of culture and community on education in India?
 4. Explain the different intervention strategies used for academic problems.
OR
Evaluate the verbal and physical aggression.
 5. Answer any FIVE of the following:
 - a. Role of Psychology in Education.
 - b. Intelligence tests.
 - c. Self-concept.
 - d. Moral development.
 - e. Gender differences in the classroom.
 - f. Health impairments
 - g. Mathematics performance
 - h. Cooperative behaviour
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PAPER- 302: ORGANIZATIONAL BEHAVIOUR

(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5

Credits : 5

End Exam Marks:75

Internal Marks : 25

Unit I Description and History of I/O Psychology

- A. Definition, Nature and scope of Organisational behaviour. The role and functions of an Organisational psychologist.
- B. Perspectives on the nature of human work. Historical observations. Hawthorne Studies.
- C. Indian concept of work. Emerging perspectives on human work.
- D. Group Dynamics: Nature and importance of groups. Group structure (Norms, roles, status, size, composition and cohesiveness). Group decision making.

Unit II Selection, Training and Performance Appraisal

- A. Selection: Principles and methods of selection. PIE model.
- B. Training: Nature and significance of training. Training methods and techniques. Testing in industries.
- C. Job analysis: Nature and Purpose; Concept, Uses and Process of Job Analysis
- D. Performance appraisal: Concept, purpose, Process and Methods of performance appraisal.

Unit III Leadership and Motivation

- A. Theories of leadership (Trait, Behavioural or Style, Contingency theories, Functional Approach).
- B. Recent perspectives. Leadership in the Indian context.
- C. Content theories of motivation (Maslow, Adlerfer, Herzberg and McClelland)
- D. Process theories of motivation (Equity, Experience and Goal theory).

Unit IV Job Satisfaction, Organizational Change and Effectiveness

- A. Job Satisfaction: Definition, Importance, Components of Job satisfaction. Theories of Job satisfaction; Measuring Job satisfaction; Factors affecting job satisfaction.
 - B. Significance of change. Resistance to change: individual and organizational resistance.
 - C. Overcoming resistance to change. Approaches to managing organizational change. Contemporary change issues for today's managers.
 - D. Personnel Effectiveness: Interpersonal and Organizational Communications, Coping with conflict and stress, Alcoholism and Absenteeism, Time Management, Leadership Training, Decision making and Team building; Employee Counselling.
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Recommended Reading:

Berry, L.M. Psychology at Work. (2nd ed.) 1998, McGraw Hill, Boston.

Lawley F.J. The Psychology of Work Behaviour. 1989, Books/Cole Publishing Company, California.

Rollinson, D., Broadfield, A., and Edwards, D.J. Organizational Behaviour and Analysis (An Integrated Approach). 1998, Addison-Wesley, Harlow, England.

Bernardin, H.J. and Russell, J.E. Human Resources management-An Experiential Approach. 1998. Irwin-McGraw hill, Boston.

Saal, F.E., Knight, P.A. Industrial and Organizational Psychology-Sciences and Practices. 1999, Brooks Publishing Company, California.

Marvin, B., Dunnette, T. and Leatter, M.H., Handbook of I/O Psychology (4 vols.). 1999, Jayco Publishing House, Calcutta.

Moorhead, G., and Griffin, R.W. Organizational Behaviour. 1989, Houghton Mifflin Company, Boston.

Luthans, F. Organizational Behaviour. 1992, Mcgraw-Hill Inc. New York.

Davis, k. Human Behaviour at work. 1994. Tata McGraw Hill Publishing Co. New Delhi.

Tiffin, J., and McCormick, E.J. Industrial Psychology, 1965, Prentice Hall India Pvt. Ltd. New Delhi.

Robbins, S.P. Organizational Behaviour-Concepts, Controversies and Applications. 2004, Prentice Hall of India, New Delhi.

Lewis, J.A., and Lewis, M.D. Counselling Programmes for Employees in the Workplace. 1986 Brooks/Cole Publishing Company, California.

Gordon, J.R. A Diagnostic approach to Organizational Behaviour. 1991. Allyn and Bacon, Boston.

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DEPARTMENT OF PSYCHOLOGY

PAPER - 302: ORGANIZATIONAL BEHAVIOUR
(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. What are the historical observations about work?
OR
Explain the importance of groups and their role in decision making
 2. Discuss various principles and methods in selection process
OR
What is Job Analysis? How do you determine various performance criteria?
 3. Explain leadership challenges in the Indian context
OR
Explain Process theories of motivation
 4. What is organizational change? Discuss various approaches to manage change.
OR
Write a detailed note on personnel effectiveness.
 5. Answer any FIVE of the following:
 - a. Scope of Organisational Behaviour
 - b. McClelland Achievement Motivation
 - c. Rating procedures
 - d. Group cohesiveness
 - e. Decision making
 - f. Leadership Style
 - g. PIE model
 - h. Absenteeism
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DEPARTMENT OF PSYCHOLOGY

PAPER – 303: FUNDAMENTALS OF COUNSELLING PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5
Credits : 5

End Exam Marks:75
Internal Marks : 25

Unit I: Introduction to Counselling

- A. Definition, Nature and Scope of Counselling Psychology, Roots of Counselling Psychology, Differences between Counseling, Guidance and Psychotherapy
- B. Factors contributing to the emergence of counselling- Counselling movements in modern times – History of counselling movement- Present status of counselling in India
- C. Goals and Expectations of Counselling, Psychological and Social Foundation of Counseling
- D. Theoretical perspectives: Psychodynamic, Cognitive-Behavioral and Humanistic

Unit II: Role and functions of the Counsellor

- A. Personality Characteristics of a Counselor: Self-Awareness and Needs of the Counsellor, Roles and Functions of Counselor, Values and Characteristics of Effective Counsellor, Difference between effective and ineffective Counsellors
- B. Counsellor Competence – Beyond Micro skills (Allen E Ivey), Concerns and Challenges faced by a Counsellor, Importance of Personal therapy during Training, Experience of Stress and Burn out, Ways of Coping
- C. Values in Counseling - Legal and Ethical Considerations in Counseling, Conflicting responsibility, Confidentiality, Competence and representation and ethics in research, legal considerations, the legal recognition of counselors, Expert Testimony and liability for negligence or malpractice
- D. Criticisms to Counselling.

Unit III: Counseling Process

- A. Methods of securing client information; Case History, Psycho diagnosis Use of Tests
 - B. Process of Counselling; Nature and Characteristics of the Counselling Process; Steps in Counselling, Phases of Counselling Process
 - C. Relationship techniques: Rapport building, Reflection of feeling, Acceptance, Silence, Reassurance, Listening, Empathy
 - D. Special Relationship problems: Transference, Counter transference, Resistance; Interpretation Techniques: Nature and Types of Interpretation
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Unit VI: Counselling Skills and Functions

- A. Counselling Skills - Attending Behavior, Opening Communication, Observation Skills, Paraphrasing and summarizing – Skills in Three tire model of counseling, Nothing and reflecting feelings - Confrontation (supporting while challenging)
 - B. Communication Skills - Non – Verbal communication, Verbal Communication, Listening Barriers, Tips to Enhance Listening- counsellor’s qualities, Skills in Relating Stage - Understanding internal frame of reference, showing attention and interest, reflecting feelings, managing resistance
 - C. Skills in understanding - Assessing feelings, thinking and physical reactions, Assessing communication, challenges feedback and self-disclosure, monitoring, summarizing and identifying.
 - D. Termination of Counselling Process – Definition of Termination, Types of Termination, Function, timing and related issues, Resistance to closing, follow-up, Referral and feedback
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Recommended reading:

Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). Therapeutic Counselling and Psychotherapy. London: Prentice Hall.

Woolfe, R & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE

Geldard, K. & Geldard, D. (1997) Counselling Children: A Practical Introduction. London: SAGE.

Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.

Bhatnagar, A. & Gupta, N. (1999). Guidance and Counselling: A Theoretical Perspective. New Delhi: Vikas Publishing House.

Gilbert, P. (1992). Counselling for Depression. London: SAGE.

Hallam, R. (1992). Counselling for Anxiety Problems. London: SAGE.

Krumboltz, J.D. & Thorensen, C.E. (Eds.) (1969). Behavioural Counselling: Cases and Techniques. New York: Holt, Rinehart and Winston.

Lee, C. (1998). Women's Health. London: Sage.

Schloss, P.J., Smith, M.A. & Schloss, C.N. (1995). Instructional Methods for Adolescents with Learning and Behaviour Problems. Boston: Allyn and Bacon.

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DEPARTMENT OF PSYCHOLOGY

PAPER 303: FUNDAMENTALS OF COUNSELLING PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

Answer any FIVE questions. All questions carry equal marks.

(Question number 5 is compulsory)

1. Trace the roots of Counselling Psychology.
OR
Discuss theoretical perspectives in counselling.
 2. Explain roles and responsibilities of Counsellor?
OR
Discuss issues related confidentiality and ethics in counselling
 3. What are the transference and counter transference feelings?
OR
Describe various steps in counselling process
 4. Explain different types of communication skills in counselling?
OR
What are the various aspects to be considered by a counsellor while termination process?
 5. Answer any FIVE of the following
 - a. Nature of Counselling
 - b. Confidentiality
 - c. Micro Skills
 - d. Case History
 - e. Resistance
 - f. Feedback
 - g. Listening Skills
 - h. Empathy
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DEPARTMENT OF PSYCHOLOGY

PAPER – 304: HEALTH PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5

Credits : 5

End Exam Marks:75

Internal Marks : 25

Unit I The Mind-Body Relationship

- A. A historical review; Concept of Psychological health in India. The development of changed outlook in nature of health and illness.
- B. Methodological Developments.
- C. Emergence of Behavioural Medicine
- D. Scope of Health Psychology.

Unit II Stress Management

- A. The modern concept; Stressors: Environmental, social, Psychosocial, Developmental and extreme stressors.
- B. Mediating variables: Physiological, Psychological responses.
- C. Stress and illness; Learned Helplessness.
- D. Control and Stress.

Unit III Psycho physiological Disorders major forms

- A. Asthma, Headaches, Neurodermititis, Peptic Ulcer, Insomnia.
- B. Cardio-vascular Disorders, Coronary Heart disease, Hypertension.
- C. Immune System defective disorders: Cancer, Aids; Appetitive Behaviours: Obesity; Orthorexia Nervosa; Alcoholism; Smoking: Behavioural explanations. Other stress related disorders:
- D. Diabetes; Arthritis; Sexual dysfunctions; Infertility. Speech disorders. Neuro degenerative disorders.

Unit IV Pain and Pain Management Techniques

- A. Physiology of Pain. Gate – control theory. Psychological influences on pain perception. Difference between physical and emotional pain.
 - B. Specific pain treatment methods. Medical Settings and Patient Behaviour: Compliance with medical treatments. Hospitalization
 - C. Coping with chronic illness
 - D. Complementary Health-Care systems in India.
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Recommended Books:

1. Bakhtaveer, M.S., Rajyadaksha, M.S. (1999). *New Biology and Genetic Diseases*. Oxford: Oxford University Press.
 2. Dimatteo, M. R. & Martin, L.R. (2007). *Health Psychology*. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.
 3. Davidson, P.O. & Davidson, S.M. (1980). *Behavioral Medicine: Changing Health Lifestyles*. New York. Brunner/Mazel.
 4. Gatchel, R.J., Baun, A. & Krantz, D.S. (1989). *An Introduction to Health Psychology*. Singapore: McGraw Hill.
 5. Goleman, D. & Gurin, j. (1993). *Mind-Body Medicine*. New York: Consumer Reports Books.
 6. Pomerlau, O.V. & Brady, J.P. *Behavioral Medicine Theory and Practice*. Baltimore: Williams & Wilkin's Company.
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PAPER - 304: HEALTH PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Explain the concept of psychological health in India
OR
Trace the emergence of behavioural medicine and elucidate its scope.
 2. Write briefly about the psychosocial and developmental stressors.
OR
'Learned helplessness is associated with reduced motivation, emotional disturbances and cognitive impairment'. Explain.
 3. Explain insomnia with reference to adult psychiatric problems.
OR
Explain the etiological criteria for alcoholism and smoking behavior.
 4. Briefly outline the salient features of Gate-Control Theory.
OR
What are the methods of coping with chronic illness?
 5. Answer any FIVE of the following
 - a. Nature of Health and Illness
 - b. Scope of Health Psychology
 - c. Concept of Stress
 - d. Stress Control
 - e. Pain treatment methods
 - f. Arthritis
 - g. Cardio-Vascular disorders
 - h. Hospitalization
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DEPARTMENT OF PSYCHOLOGY

Paper – 305: Psychodiagnostics Practicals

(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 8

Credits : 5

End Exam Marks:75

Internal Marks : 25

Issues in psychodiagnostics

Approach - Nomothetic vs. idiographic, clinical vs. statistical prediction

Methodology - Standardization procedures, reliability and validity sensitivity and specificity of tests.

Ethics & Biases- faking, social desirability, acquiescence, halo, leniency errors etc.

Other factors – Attention, concentration, motivation, anxiety, impulsivity etc.

Behavioral observation

Sampling in behavioral observation

Time sampling

Event sampling

Methods of recording observation data

Reliability and inter-observer agreement in behavioral observation

Validity and statistical, analysis of observation data

Threats to validity-reactivity

Behavioral interview

Functions and characteristics of behavioural interview

Interview structure

Tactics of behavioural interviewing

Handling obstructionist client behavior

Common errors in interviewing

Validity of the interview

Self- monitoring

Applicability

Methods of recording self-monitored data

Reactive effects of self-monitoring

Validity of self-monitoring

Psychophysiological measurement

Applicability and functions of psychophysiological measurement

Measurement procedures

Variables affecting the validity of psychophysiological measures

Psychological testing:

I. Cognitive functions:

Raven's Progressive Matrices – Standard and Children

Cattell's culture fair intelligence tests – Scales 1, 2 and 3.

Weschler's Adult Intelligence scale

Weschler's Intelligence scale for children

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Weschler's Pre and Primary scale for children
Weschler memory scale
PGI memory scale
Bhatia's battery of performance test of intelligence
P.G.I. Battery of brain dysfunction tests
Bender Visual – Motor Gestalt test
Goldstein – Scheerer test of concrete thinking

II. Developmental, Adjustment and Clinical

Vineland social maturity scale
Seguin form board
General Health Questionnaire
Bell Adjustment Inventory – College and Adult Forms
Mooney Problem – Checklist
Bharatraj's Developmental Screening Test
Beck Depression Inventory
State-Trait Anxiety Inventories STAI
The Minnesota Multiphasic Personality inventory

III. Personality – Self-report and projective methods

The 16 PF, HSPQ, CPQ
The Eysenck Personality Questionnaire- Revised
The CAT and TAT
Rotter's Incomplete Sentence Blank
House-Tree-Person test
Rosenzweig Picture Frustration test
Rorschach Ink Blot test

The student has to identify five cases from mental health, school, family, organizational and health settings. Of these at least 3 cases should be from the school setting and one from the mental health setting. The student should use appropriate techniques from the above to diagnose the problem with reference to DSM-V or ICD-10. A detailed report of each case has to be written describing elaborately the techniques used for diagnosis.

Case conference on all the cases will be held at various stages and the suggestions given in the case conference have to be incorporated in the report.

Scheme of evaluation:

Mid Semester	25 marks
Case record	35 marks
Case presentation	20 marks
Viva voce on techniques	20 marks
Total	100 marks

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Fourth Semester

Course No.	Title of the Paper	No. of periods of instruction per week	Maximum Marks			Credits
			Ext	Int	Tot	
401	Clinical Psychology (Compulsory)	5	75	25	100	5
402	Advanced Counselling Psychology (Compulsory)	5	75	25	100	5
403	Case Studies* (Compulsory)	8*	75	25	100	5
404	Project * (Compulsory)	8*	75	25	100	5
405	Criminal Psychology (Optional)	5	75	25	100	5
406	Rehabilitation Psychology (Optional)	5	75	25	100	5
407	Life Skills Education (Optional)	5	75	25	100	5
408	Environmental Psychology (Optional)	5	75	25	100	5
409	Positive Psychology (Optional)	5	75	25	100	5

*Requirement in view of the subject availability

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RAJAMAHENDRAVARAM DEPARTMENT OF PSYCHOLOGY PAPER 401: CLINICAL PSYCHOLOGY (w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5
Credits : 5

End Exam Marks:75
Internal Marks : 25

UNIT 1: Basic Concepts

- A. Nature and scope of clinical psychology, Body-mind relationship, Psycho-neuro-immunology, New directions in clinical psychology – spirituality, etc.
- B. Research strategies. Diagnostic Process: Cultural and social aspects of mental illness, Differential diagnosis using decision trees.
- C. Problem identification - definition and analysis of the problem, specification of change of goals, relationship establishment, implementing techniques and procedures for change, recording and termination.
- D. Behavioural assessment, analysis and formulations.

UNIT 2: Intervention Techniques:

- A. Behaviour therapy – systematic desensitization, modelling, assertiveness training, contingency management, operant methods in self-control, extinction procedure, aversive conditioning.
- B. Cognitive methods, novel uses and applications. Client-centred therapy, Rational-emotive therapy.
- C. Other Techniques: Hypnosis- clinical behaviour and hypnotisability, hypnotisability as related to physical symptoms, as unrelated to physical symptoms, therapeutic failures.
- D. Family therapy – conceptual frame, the clinical home visit, space and action in family therapy, the family crisis, Marriage therapy for couples. Social skills training, Occupational therapy, Group therapy and Psychodrama

UNIT – 3 Treatment Methods for Childhood and Adolescent disorders:

- A. Play therapy, graphic and plastic material: Essential conditions, process symbolism and evaluation. Mental retardation – behavioural and emotional problems
- B. Communication disorders – articulation, phonation, language, prosodic
- C. Pervasive developmental disorder – Autism, Attention deficit and disruptive disorders – hyperkinetic children.
- D. Elimination disorders – enuresis and encopresis
Conduct disorders – noncompliant, coercive behaviour, aggression and violence, non-attendance. Psychopathic behaviour.

UNIT – 4 Stress-related Disorders and Treatment Methods:

- A. Cardiovascular, gastrointestinal and urino-genital, Somatoform disorders – conversion, pain and hypochondriasis, Sexual and gender identity disorders.
 - B. Eating disorders – anorexia nervosa, bulimia nervosa, obesity, Substance use related disorder.
 - C. Ethical Issues: Perspectives, decision making, incompetent and unethical behaviour, marketing therapeutic services, ethics in group work, issues in deviance, diagnosis and assessment, value problems, individual conduct.
 - D. Problems in psychotherapy – the suspicious patient, the suicidal patient, the patient with somatic symptoms, the patient not ready for behaviour therapy, the distressed parent of the disabled child, the silent patient in the group.
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Recommended Reading

1. Achenbach, T.M. (1974) Developmental psychopathology. New York: John Wiley and Sons.
 2. Bellack, A.S., Hersen, M., & Kazdin, A.E. (1982). (Eds.). International Handbook of Behaviour Modification and Therapy. New York: Plenum Press.
 3. Bergin, a.E., & Garfield, S.L. (1994). Handbook of Psychotherapy and Behavioural Change.
 4. Bloch, D.A. (1973) Techniques of family psychotherapy: A primer. New York: Grune and Stratton.
 5. Bychowski, G & Despert , J.L. Specialized techniques in psychotherapy. New York: Basic Books.
 6. Carkhuff, R.R. & Berenson, B.G. (1967). Beyond counseling and psychotherapy. New York: Holt, Rinehart and Winston.
 7. Davidson, P.O. & Davidson, S.N. (1980). Behavioural medicine: Changing health lifestyles.
 8. Foulkes, S.H. & Anthony, E.J. (1973) Group psychotherapy training. Middlesex: Penguin Books.
 9. Goleman, D. & Gurin, J. (1993). Mind-body medicine. New York: Consumer Reports Books.
 10. Haworth, M.R. Child psychotherapy. New York: Basic Books Inc.
 11. Klopfer, W.G & Reed, M.R. (1974) Problems in psychotherapy. New York: John Wiley
 12. Korchin, S.J. (1986). Clinical psychology. New York: Basic Books.
 13. Lachman, S.J. Psychosomatic disorders. New York: John Wiley and sons.
 14. Lazarus, A.A., Rubin, R.D. & Frank, C.M. (1969) Advances in behaviour therapy.
 15. Liberman, R.P. (1972) A guide to behavioural analysis and therapy. New York: Pergamon Press.
 16. Masters, W.H., Hohnson, V.E. & Kolody, R.C. (1992) Masters and Johnson: On sex and human loving. Bombay: Jaico Publishing House.
 17. Moustkas, C.E. Psychotherapy with children. New York: Harper and Row.
 18. Phillips, E.L. (1977) Counseling and psychotherapy: A behavioural approach. New York: John Wiley and Sons.
 19. Pommerlau, O.V and Brady, J.P. (1990) Behavioural medicine: Theory and practice. Baltimore: Williams & Wilkins Co.
 20. Rimm, D.C & Masters, J.C. (1963) Behaviour therapy: Techniques and empirical findings. New York: Academic Press.
 21. Rubin, J.A. Child art therapy. New York: Van Nostrand.
 22. Stewart, L. (1992). Eric Berne. Thousand Oaks: Sage.
 23. Thompson, T & Dockers III, W.S. (1975) Application of behavioural modification. New York: Academic Press.
 24. Thorne, B. (1992). Carl Rogers. Thousand Oaks: Sage.
 25. Van Hoose, W.H. & Kottler, J.A. (1077) Ethical and legal issues in counselling and psychotherapy. San Francisco: Jossey-Bass.
 26. Weishaar, M.E. (1992). Aaron T. Beck. Thousand Oaks. Sage
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DEPARTMENT OF PSYCHOLOGY
PAPER 401: CLINICAL PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Explain the process of using decision trees in making a diagnosis.
OR
Discuss the new direction in clinical psychology.
 2. Critically evaluate the use of hypnosis in the treatment of disorders.
Where are they likely to be more useful?
OR
Discuss behavioural intervention techniques used for the treatment of psychological problems?
 3. Discuss treatment methods for childhood and adolescent disorders.
OR
Explain about communication disorders.
 4. Why would you consider a pain disorder as related to stress and how would you treat such a disorder?
OR
What are the common substance use disorders in our country?
 5. Answer any FIVE of the following
 - a. Behavioural assessment
 - b. Body-Mind Relationship
 - c. Family crisis
 - d. Rational emotive therapy
 - e. Play therapy
 - f. Elimination disorders
 - g. Somatoform disorders
 - h. Suicidal patient
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DEPARTMENT OF PSYCHOLOGY

PAPER – 402: ADVANCED COUNSELLING PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 5
Credits : 5

End Exam Marks:75
Internal Marks : 25

Unit I: Counselling: Therapeutic Approaches

- A. Freud's Psychoanalytic Approach
- B. Behavioristic Approach
- C. Cognitive-Behavioral Approach
- D. Humanistic and Existential Approaches

Unit-II: Counselling Strategies, Techniques and Spheres

- A. Individual and Group Counselling Strategies
- B. Counselling for Marital, Sexual, Family, Gender issues, Women and Elderly
- C. Counseling for Children with Behaviour Problems
- D. Educational, Vocational and Career Counselling

Unit III: Counselling for Specific Problems

- A. Counselling for Anxiety problems; Counselling for Depression
- B. Counselling the alcoholic and drug abuse groups
- C. Counselling those with chronic mental disorders; Counselling patients with chronic medical illness: (terminally ill and HIV/AIDS)
- D. Counseling for Work Place, Issues related to process and outcome

Unit IV: Counselling Techniques

- A. Relaxation Techniques: Jacobson's Progressive Muscular Relaxation- Autogenic training- yoga, meditation and guided imagery
 - B. Systematic Desensitization: Basic Principles- construction of hierarchy – scene presentation – theory of desensitization
 - C. Assertiveness Training: Components of assertive behaviour, method of assertiveness training
 - D. Cognitive Behaviour Modification: Becks Model and Ellis Rational Emotive therapy
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Recommended reading:

Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). Therapeutic Counselling and Psychotherapy. London: Prentice Hall.

Woolfe, R & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE

Geldard, K. & Geldard, D. (1997) Counselling Children: A Practical Introduction. London: SAGE.

Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.

Bhatnagar, A. & Gupta, N. (1999). Guidance and Counselling: A Theoretical Perspective. New Delhi: Vikas Publishing House.

Gilbert, P. (1992). Counselling for Depression. London: SAGE.

Hallam, R. (1992). Counselling for Anxiety Problems. London: SAGE.

Krumboltz, J.D. & Thorensen, C.E. (Eds.) (1969). Behavioural Counselling: Cases and Techniques. New York: Holt, Rinehart and Winston.

Lee, C. (1998). Women's Health. London: Sage.

Schloss, P.J., Smith, M.A. & Schloss, C.N. (1995). Instructional Methods for Adolescents with Learning and Behaviour Problems. Boston: Allyn and Bacon.

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DEPARTMENT OF PSYCHOLOGY

PAPER 402: ADVANCED COUNSELLING PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

Answer any FIVE questions. All questions carry equal marks.

(Question number 5 is compulsory)

1. Discuss Freud's Psychoanalytic Approach

OR

Differentiate Humanistic and Existential Approaches in Counselling?

2. Describe various steps in group counselling process

OR

Explain counselling strategies for children with Behaviour Problems?

3. What types of adjustment problems do HIV patients typically face? How would you counsel them?

OR

Explain about counselling for drug abuse.

4. Explain how cognitive behavioural techniques can be applied to alleviate depression?

OR

Discuss components and methods of Assertive Training?

5. Answer any FIVE of the following

- a. Behavioristic Approach
 - b. Cognitive Behaviour Therapy
 - c. Gender Issues in Counselling
 - d. Vocational Guidance
 - e. Career Counselling
 - f. Counselling women
 - g. Jacobson's Progressive Muscle Relaxation Techniques
 - h. Systematic Desensitization
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PAPER- 403: CASE STUDIES
(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 8
Credits : 5

End Exam Marks:75
Internal Marks : 25

Individual case studies. Five clients with problems (children, adolescents or adults) have to be diagnosed and the necessary counseling should be provided. The case report should include a description of the diagnosis and the intervention. Observation reports, verbatim and psychological test results are also to be included in the report.

Scheme of evaluation

Internal Assessment	: 25 marks
Record	: 50 Marks
Viva voce	: 25 Marks
Total	:100 Marks

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PAPER - 404: PROJECT
(w.e.f. 2019-2020 Admitted Batch)

No.of Hrs/Week : 8
Credits : 5

End Exam Marks:75
Internal Marks : 25

The student shall have to undertake a research project with a sample of at least 100 subjects. The project report should include an introduction to the topic, review of related literature, the methodology adopted (sample, tools, design and analysis of data) and the results of the project.

Scheme of evaluation:

Internal assessment (Presentation)	25 marks
Project report	50 marks
Viva-voce	25 marks
Total	100 marks

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DEPARTMENT OF PSYCHOLOGY

Paper – 405: CRIMINAL PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

Optional

No.of Hrs/Week : 5

Credits : 5

End Exam Marks:75

Internal Marks : 25

Unit I. Introduction

- A. Nature and Historical Perspective of Criminal behaviour
- B. Techniques of studying criminal behaviour
- C. Biological and sociological analysis of crime
- D. Psychological perspectives on crime analysis

Unit II. Special Offender Groups and Special Offences

- A. Juvenile delinquency, Mentally ill offenders and substance abusers
- B. Serial killers, Rampage killers and Terrorism
- C. Crime against women; Suicide and Homicide
- D. Drugs and Crime

Unit III. Violent Criminal Behaviour

- A. Psychology of aggression and violence
- B. Bullying, Harassment and Stalking
- C. Cyber crimes- defined governed and cyber terrorism
- D. Sex offenders and Psychopaths

Unit IV. Prevention and Assessment

- A. Psychological precursors to crime
- B. Diagnostic Psychological tests: 16PF, MMPI, Projective tests and FIRO-B
- C. Mental health and law
- D. Rehabilitation in Family and Society

Recommended Readings:

1. Chockalingam, K. (1991). Reading in Victim. Madras: R.R. Publications
 2. Curra, J. (1999). The Relativity of Deviance. New Delhi: Sage
 3. Feldman, M.P. (1977). Criminal Behaviour: A psycho-social analysis. London: Wiley
 4. Kushner, W.W. (1998) The Future of Terrorism. New Delhi; Sage.
 5. Masters, R.E. (1994). Counselling criminal justice offenders. New Delhi. Sage
 6. Reid, S.T. (1979). Crime and criminology. New York: Holt, Rinehart and Winston.
 7. Smith, M.D. & Zahn, M.A. (1998). Studying and preventing homicide. Delhi: Sage
 8. Walters, G.D. (1994). Drug and Crime in Lifestyle perspective. New Delhi. Sage
 9. Wanberg, K.W. & Milkman, H.B. (1998). Criminal conduct and substance abuse treatment. New Delhi: Sage
 10. Weis, J.G., Crutchfield, R.D. & Bridges, G.S. (1996). Juvenile Delinquency. Sage
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DEPARTMENT OF PSYCHOLOGY

PAPER 405 –CRIMINAL PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Write a brief note on nature and historical perspective of Criminal behaviour
OR
Discuss psychological perspective on crime analysis
 2. What is meant by special offender groups? Discuss the precursors of Juvenile delinquent behaviours.
OR
Identify the major factors influencing crime against women.
 3. Explain the psychology of aggression and violence.
OR
Discuss the domain of cyber crimes and give a note on cyber terrorism.
 4. Critically evaluate the use of diagnostic psychological tests.
OR
Write in detail about mental health and law.
 5. Answer any FIVE of the following:
 - a. Techniques of studying criminal behaviour
 - b. Biological analysis of crime
 - c. Mentally ill offenders
 - d. Homicide
 - e. Stalking
 - f. Sex offenders
 - g. Psychological precursors to crime
 - h. Rehabilitation in Society
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DEPARTMENT OF PSYCHOLOGY

Paper – 406: REHABILITATION PSYCHOLOGY

(w.e.f. 2019-20 Admitted Batch)

Optional

No.of Hrs/Week : 5

Credits : 5

End Exam Marks:75

Internal Marks : 25

Unit I. Nature and Scope of Rehabilitation psychology

- A. Definition, historical perspective, scope and methods; Functions of Rehabilitation Psychology: General functions and special functions
- B. History and Philosophy of Disability Rehabilitation
- C. Goals and objectives of rehabilitation
- D. Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects

Unit II. Disabilities

- A. Disability - Concept and definitions; Classification of various disabilities, Incidence and prevalence
- B. Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism, Mental illness Learning disabilities, Multiple handicaps; Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors; Prevention of disabilities
- C. Personality Development of Disabled Persons; Factors influencing personality development of disabled individuals
- D. Life span development of people with disabilities; Assessment of personality of disabled individuals

Unit III. Intervention

- A. Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology.
- B. Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities.
- C. Services and programmes for disabled individuals and their families in India
- D. Special education: – aims, objectives and functions, Emerging trends in special education; Educational assessment and evaluation for persons with disabilities; Educational technology for disabled

Unit IV. Psychological Intervention

- A. Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies.
 - B. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis, Implementation of Training Programmes. Monitory and Impact Studies.
 - C. Organization & Management: Evolution of Non-Government Organizations, Background Characteristics of Organization
 - D. Capacity Building of Non-Government Organizations
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Recommended Readings:

Bolton B., 1987. Handbook of Measurement and Evaluation in Rehabilitation, Second Edition. Paul H. Brookes, Baltimore, London.

Brown Roy I., & E. Anne Hughson, 1987. Behavioural and Social Rehabilitation and Training. John Wiley & Sons Ltd.

Chadha N.K. & Nath S., 1993. Issue and Trends in Rehabilitation Research. Friends Publication, Delhi.

Gokhale S.D., 1987. Rehabilitation: Attitude and Reality. Rehabilitation Coordination India. Tata McGraw-Hill Publishing Company Limited, New Delhi.

Golden C.J., 1984. Current Topics in Rehabilitation Psychology. Grune & Stratton, London.

Nirbhay N. Singh, 1998. Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9. Elsevier Science, Pergamon.

Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.

Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.

Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.

John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.

Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.

Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.

Mark L. Batshaw, M.D., 2000. Children with Disabilities, Fourth Edition. Paul H. Brookes Publishing Co.

Michael Floyd, 1993. Information Technology Training for People with Disabilities, Disability and Rehabilitation Series 4. Jessica Kingsley Publishers, London.

Pandey, R.S., & Advani, L., 1995. Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.

Rakesh Agarwal, Lal Advani & Rajinder Raina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi.

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Evans, P. & Verma V. (Eds), 1990. Special Education: Past, Present and Future. The Falmer Press.

Evans, R.C. & MC Laughlin P.J., 1993. Recent Advances in Special Education and Rehabilitation. Andover Medical Publishers, Boston.

Robert A. Paton & James McCalman, 2000. Change Management: A Guide to Effective Implementation. Response Books, New Delhi.

Edward Zigler & Dianne Bennett-Gates, 1999. Personality Development in Individuals with Mental Retardation. Cambridge University Press.

Kundu C.L. 1994. Personality Development. -Indian Studies. Sterling Publication, Delhi.

ADIKAVI NANNAYA UNIVERSITY
RAJAMAHENDRAVARAM
DEPARTMENT OF PSYCHOLOGY

PAPER 406 -REHABILITATION PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Describe the functions of rehabilitation psychology.
OR
Discuss the multidisciplinary approach to rehabilitation.
 2. Define the concept of disability and its classification
OR
Identify the major factors influencing the personality of disabled individuals.
 3. Discuss social and psychological perspectives of Rehabilitation Psychology.
OR
What are the aims and objectives of special education.
 4. What is meant by training need analysis?
OR
Discuss the role of Psychologists in a non-government organization.
 5. Answer any Three of the following:
 - a. Scope of Rehabilitation
 - b. Objectives of Rehabilitation
 - c. Visual impairment
 - d. Factors influencing personality of disabled
 - e. Early intervention
 - f. Educational assessment
 - g. Restorative techniques
 - h. Capacity building
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ADIKAVI NANNAYA UNIVERSITY
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DEPARTMENT OF PSYCHOLOGY

Paper - 407 – LIFE SKILLS EDUCATION

(w.e.f. 2019-2020 Admitted Batch)

Optional

No.of Hrs/Week : 5

Credits : 5

End Exam Marks:75

Internal Marks : 25

Unit I - Introduction to Life Skills

- A. Definition, Livelihood Skills, Survival Skills, Life Skills Education, Life Skills Approach, Life Skills Training
- B. Pillars of Education and Life Skills- Learning
- C. Evaluation of the concept of Life Skills – Genesis of the concept
- D. Life Skills Development Programmes – Role of Multilateral Organizations, Role of Various Ministries

Unit II - Life Skills for Specific Situation

- A. Life Skills and Career – Education, Career or Work
- B. Life Skills in Social Context – Media Influence, Social Harmony and National Unity, Vulnerable and Marginalized Group
- C. Life Skills for Specific Problems – Peer Pressure, Substance Abuse and Alcoholism
- D. Life Skills to deal with Suicide and Abuse – Physical and Sexual Abuse of Children, Depression and Suicide

Unit III – Life Skills and Social Inclusion

- A. Concept, Perspectives and Strategies of Social Inclusion
- B. Scheduled Tribes and Social Inclusion
- C. Schedule Caste and Social Inclusion
- D. Women and Social Inclusion-Domestic Violence, Sexual harassment and Violence against Women

Unit IV – Life Skills for Specific Groups

- A. Life Skills for Adolescents - Reproductive Health
 - B. Life Skills for Children
 - C. Life Skills for Elderly – Concept of Aging, Role and Status in the Family, Handling Aging
 - D. Life Skills for Corporate Sector – Process of Team Work, Managing Key Issues in Teams, Creativity and Diversity, Team Building
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ADIKAVI NANNAYA UNIVERSITY
RAJAMAHENDRAVARAM
DEPARTMENT OF PSYCHOLOGY

Recommended Reading

1. Du Brin (1998). Leadership: Research Findings & Skills, All India Publishers and Distributors, Chennai
 2. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
 3. Northouse. Peter. G (2005). Leadership: Theory and Practice, Sage Publication, New Delhi.
 4. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
 5. Wallace R. Masters, (2001). Personal Development for Life and Work: UK, South Western.
 6. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
 7. Carrigan, (2007). The ABC's of Teaching Life Skills, Infinity Publisher, London.
 8. Usha Rao, (2014). Life skills education, Himalaya Publishing House, Mumbai.
 9. Singh. Madhu (2003), Understanding Life Skills, background paper prepared for education for all: The leap to equality, Government of India report, New Delhi.
 10. Adolescence and Life Skills (2003), Commonwealth Youth Programme, Asia Centre, Tata Mc Graw-Hill, New Delhi
 11. Goleman D (2007), Social Intelligence, London, Arrow Books, London
 12. Goleman D (1995), Emotional Intelligence, Bloomsbury Publishers, London
 13. Hurlock B. Elizabeth (2007), Developmental Psychology: A Life Span Approach: Tata Mc Graw-Hill, New Delhi
 14. Nair.V.Rajaseenan, (2010), Life Skills, Personality and Leadership, RGNIYD, Tamil Nadu
 15. Baumgardner, R, Steve, Crothers.K.Marie. (2009). Positive Psychology, Dorling Kindersley India Pvt. Ltd.
 16. Duffy Grover Karen, Atwater Eastwood (2008), Psychology for Living Adjustment, Growth and Behaviour Toady. Dorling Kindersley India Pvt. Ltd.
 17. Sandhan (2005), Life Skilss Education, Training Module, Society for education and development, Jaipur.
 18. Radakrishnan Nair and Sunitha Rajan (2012), Life Skill Education: Evidences form the field, RGNIYD publication, Sriperumbudur
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ADIKAVI NANNAYA UNIVERSITY
RAJAMAHENDRAVARAM
DEPARTMENT OF PSYCHOLOGY
Paper - 407 – LIFE SKILLS EDUCATION
(w.e.f. 2019-2020 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Evaluate the importance of Life skills education in learning
OR
Briefly write about the pillars of education and life skills
 2. Discuss role of life skills in social context.
OR
Write a note on the importance of life skills in prevention of suicide
 3. Discuss the concept of social inclusion.
OR
Explain the role of women and social conclusion
 4. Discuss the importance of life skills for adolescents
OR
Write a about life skills for aging.
 5. Answer any FIVE of the following:
 - a. Life skills education
 - b. Role of Multilateral Organizations
 - c. Life skills for Suicide and Abuse
 - d. Social Harmony
 - e. Violence against women
 - f. Domestic Violence
 - g. Creativity and diversity
 - h. Reproductive Health
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ADIKAVI NANNAYA UNIVERSITY
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DEPARTMENT OF PSYCHOLOGY

Paper - 408: ENVIRONMENTAL PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

Optional

No.of Hrs/Week : 5
Credits : 5

End Exam Marks:75
Internal Marks : 25

Unit I. Nature and Scope of Environmental Psychology

- A. Earth as living system: the Gala Hypothesis; Deep ecology
- B. Eco-cultural psychology (Berry). Bio Social Psychology (Dawson)
- C. Ecological psychology (Barker); Person Environment Transactions (Sokols; Ittelson)
- D. Research Methods in Environmental Psychology: Naturalistic observation and field surveys

Unit II. Concepts in Environmental Psychology

- A. Environmental deprivation: Nature and consequences.
- B. Environmental Cognition
- C. Environmental Attitudes, Appraisals, and Assessments
- D. Managing Limited Resources: Common property resources. Sustainable development.

Unit III. Environment and Behaviour

- A. Effects of behaviour on Environment: Perception, preferences and awareness of environment
- B. Effects of Environment on Behaviour: Noise pollution, chemical pollution, crowding and personal space
- C. Human Nature and Environmental Problems: Pro-social and Pro-environment behaviours.
- D. Acculturation and Psychological adaptation

Unit IV. Practice in Environmental Psychology

- A. Socio-psychological dimensions of environment impact.
 - B. Creating environmental awareness: Social movements (Chipko, Tehri, Narmada)
 - C. Introduction to Environment Impact Assessment
 - D. Introduction to socio-economic impact assessment; Social Impact Assessment (SIA): methods and reporting of SIA
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ADIKAVI NANNAYA UNIVERSITY
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DEPARTMENT OF PSYCHOLOGY

Recommended Reading

1. Gifford, R. (2007). Environmental psychology: Principles and practice (4th ed.). Colville, WA: Optimal Books.
 2. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). Environmental Psychology (5th edition). Toronto: Harcourt Brace College Publishers.
 3. Environmental Movements in India P. P. Karan Geographical Review Vol. 84, No. 1 (Jan., 1994), pp. 32-41 Published by: American Geographical Society
 4. Gadgil, M. and Guha, R. (1994), Ecological Conflicts and the Environmental Movement in India. Development and Change, 25: 101-136. doi: 10.1111/j.1467-7660.1994.tb00511.x
 5. Environmental Impact Assessment Notification-2006
<http://moef.nic.in/divisions/iass/notif/notif.htm>
 6. Ten Sectoral Manuals under EIA Notification, 2006
<http://environmentclearance.nic.in/writereaddata/Form1A/HomeLinks/ommodel2.html>
 7. Introduction to Environment Impact Assessment
http://old.cseindia.org/programme/industry/eia/introduction_eia.htm#top
 8. Barry Sadler and Mary McCabe (Editors) Second edition 2002:Environmental Impact Assessment, Training Resource Manual, Social Impact Assessment-Topic 13: United Nations Environment Programme(UNEP), Division of Technology, Industry and Economics, Economics and Trade Branch, Geneva.
 9. Ittelson. W.H., Proshansky, H.M., Rilvin, E.G. & Dempsey, D. (1974). An introduction to environmental psychology. New York, Rinehart and Winston.
 10. Stokols, D. & Altman, I. (1987). Handbook of Environmental Psychology. New York. Wiley.
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DEPARTMENT OF PSYCHOLOGY

Paper - 408: ENVIRONMENTAL PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

6. Critically evaluate the importance of environmental psychology
OR
Briefly write about research methods used in environmental psychology
 7. Explain the nature and consequences of environmental deprivation
OR
Write a note on the importance of managing limited resources
 8. Discuss the effects of behaviour on environment
OR
Elucidate Pro-social and Pro-environment behaviours
 9. Discuss the importance of creating environmental awareness
OR
Write a note on environment impact assessment.
 10. Answer any FIVE of the following:
 - i. Eco-cultural psychology
 - j. Person Environment transactions
 - k. Environmental cognition
 - l. Sustainable development
 - m. Crowding
 - n. Acculturation
 - o. Social Impact Assessment
 - p. Dimensions of environment impact
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ADIKAVI NANNAYA UNIVERSITY

RAJAMAHENDRAVARAM
DEPARTMENT OF PSYCHOLOGY
Paper - 409: POSITIVE PSYCHOLOGY
(w.e.f. 2019-2020 Admitted Batch)
Optional

No.of Hrs/Week : 5

Credits : 5

End Exam Marks:75

Internal Marks : 25

UNIT 1: Introduction

- A. Positive Psychology: Definition, Nature and Scope, History of Positive Psychology
- B. Perspectives on Positive Psychology: Western and Eastern views on Positive psychology and its application; Positive Psychology in India
- C. Basic areas of positive psychology, Character Strengths and virtues
- D. Research approaches to study positive psychology

UNIT 2: Positive Emotional States and Processes

- A. Happiness and Well being: Definition, Determinants, Gender difference in happiness; Love and happiness; Antecedents and Consequences of Happiness. Measuring happiness. Happiness across Cultures.
- B. Understanding Positive Affect and Positive Emotions
- C. Emotional Intelligence: Origin and theories
- D. Resilience, Trauma and Subjective well-being, Resiliency applications, Resiliency skills, Resiliency factors, Positive parenting and resiliency factors.

UNIT 3: Positive Cognitive States and Processes

- A. Self-efficacy and Self acceptance
- B. Optimism,
- C. Hope, Wisdom, Flow, Mindfulness.
- D. Pro-social Orientation: Altruism, Gratitude and Forgiveness.

UNIT 4: Applications

- A. Work
- B. Education
- C. Ageing
- D. Health

Practicum: Any one practicum can be designed from the syllabus so as to enhance the understanding of the concepts and applications of positive psychology.

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DEPARTMENT OF PSYCHOLOGY

Recommended Reading

1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
 2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
 3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
 4. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
 5. Snyder, C.R., & Lopez,S.J.(2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
 6. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
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ADIKAVI NANNAYA UNIVERSITY

**RAJAMAHENDRAVARAM
DEPARTMENT OF PSYCHOLOGY**

Paper - 409: POSITIVE PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Critically evaluate the importance of positive psychology
OR
Briefly write about research approaches used in positive psychology
 2. What is Happiness? Explain the gender differences in happiness.
OR
Write a detailed note on emotional intelligence
 3. Discuss about the pro-social orientation
OR
Describe Hope and explain in the context of positive psychology
 4. Discuss the importance of positive psychology at work place.
OR
Write a note on healthy life style practices.
 5. Answer any FIVE of the following:
 - a) Wellness
 - b) Nature of Positive Psychology
 - c) Emotionality
 - d) Subjective Wellbeing
 - e) Mindfulness
 - f) Optimism
 - g) Education and positivity
 - q. Note on ageing
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