

**ADIKAVI NANNAYA UNIVERSITY  
RAJAHMUNDRY**



**DEPARTMENT OF PSYCHOLOGY**

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

**w.e.f. 2016 – 2017 Admitted Batch**

**ADIKAVI NANNAYA UNIVERSITY**  
**RAJAHMUNDRY**  
**DEPARTMENT OF PSYCHOLOGY**  
**COURSE STRUCTURE**  
**COURSE PATTERN AND SCHEME OF EVALUATION**  
(w.e.f. 2016-2017 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 four papers as optional papers (Papers 405/406/407/408).
- 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 2<sup>nd</sup> year study and presentation and viva-voce examination is to be held after IV semester examination.
- **Note:** For paper numbers 105,205,305 and 402 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 consist 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 consist 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 teacher 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        | Cognitive Psychology Practicals | 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        | Psychology of Life Span Development | 5                                      | 75            | 25  | 100 | 5       |
| 202        | Psychopathology                     | 5                                      | 75            | 25  | 100 | 5       |
| 203        | Self and Personal Growth            | 5                                      | 75            | 25  | 100 | 5       |
| 204        | Psychological Testing               | 5                                      | 75            | 25  | 100 | 5       |
| 205        | Psychological Testing Practical     | 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        | Social Psychology        | 5                                      | 75            | 25  | 100 | 5       |
| 302        | Organizational Behaviour | 5                                      | 75            | 25  | 100 | 5       |
| 303        | 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

*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        | Project * (Compulsory)               | 8*                                     | 75            | 25  | 100 | 5       |
| 403        | Behaviour Modification (Compulsory)  | 5                                      | 75            | 25  | 100 | 5       |
| 404        | Educational Psychology (Compulsory)  | 5                                      | 75            | 25  | 100 | 5       |
| 405        | Criminal Psychology (Optional)       | 5                                      | 75            | 25  | 100 | 5       |
| 406        | Indian Psychology (Optional)         | 5                                      | 75            | 25  | 100 | 5       |
| 407        | Rehabilitation Psychology (Optional) | 5                                      | 75            | 25  | 100 | 5       |
| 408        | Environmental 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        | Cognitive Psychology Practicals | 8*                                     | 75            | 25  | 100 | 5       |

\*Requirement in view of the subject availability

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**ADIKAVI NANNAYA UNIVERSITY**  
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**DEPARTMENT OF PSYCHOLOGY**  
**PAPER 101: PRINCIPLES OF PSYCHOLOGY**  
(w.e.f. 2016-2017 Admitted Batch)

**No.of Hrs/Week : 5**  
**Credits : 5**

**End Exam Marks:75**  
**Internal Marks: 25**

**Unit – I**

- A. Historical origins of psychology as a science
- B. Philosophical antecedents: classical Greek thought (Democritus, Plato, Aristotle);
- C. Continental Renaissance (Descartes);
- D. British empiricism (John Locke, James Mill and John S. Mill); Nativism (Kant)

**Unit – II**

- A. Beginnings of experimental tradition: Psychophysics (Weber, Fechner, Helmholtz, Wundt) and Scaling Techniques.
- B. Emergence of schools of Psychology I: Structuralism, Functionalism and Psychoanalysis
- C. Emergence of schools of Psychology II: Behaviourism and Gestalt,
- D. Indigenous Psychologies: Vedanta, Yoga and Buddhism

**Unit – III**

- 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: Freud's unconscious motivation theory, Maslow's need hierarchy theory,
- D. McClelland's achievement motivation theory

**Unit – IV**

- A. Personality
  - B. Psychoanalytic theories : Freud, Jung, Adler
  - C. Type and trait approaches : Eysenck and Cattell
  - D. Developmental approach : Erik Erikson
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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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**PAPER 101 – PRINCIPLES OF PSYCHOLOGY**  
(w.e.f. 2016-2017 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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**ADIKAVI NANNAYA UNIVERSITY**  
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**PAPER 102: PHYSIOLOGICAL PSYCHOLOGY**

(w.e.f. 2016-2017 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 color 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, 3<sup>rd</sup> edition, New Delhi, Prentice Hall.

Pinel, J.P.J. (2006). Biopsychology, 6<sup>th</sup> 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. 2016-2017 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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**ADIKAVI NANNAYA UNIVERSITY**  
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**Paper 103: RESEARCH METHODOLOGY**  
(w.e.f. 2016-2017 Admitted Batch)

**No.of Hrs/Week : 5**  
**Credits : 5**

**End Exam Marks:75**  
**Internal Marks : 25**

**Unit I. Basic concepts of experimental method**

- A. Variable; Qualitative and quantitative variables, Independent variables, Dependent variables, Extraneous variables
- B. Experimental control: Independent variable control, Extraneous variable control
- C. Sampling; Probability sampling methods, Non probability sampling methods
- D. 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

**Unit III. Statistics**

- A. Types of scales (Ordinal, Nominal, Interval and ratio scales); Graphic representation of data; Measures of central tendency and variability; Characteristics, deviations and applications of normal probability curve, Standard error for measures of central tendency and variability
  - 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: Paradigm of single subject experimental research, 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 (4<sup>th</sup> 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. 2016-2017 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. 2016-2017 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 Perception**

- A. Principles of perceptual organization: figure and ground, Isomorphism, grouping, closure, proximity, similarity, contrast, pregnanz. Perceptual constancies
- B. Perceptual processes: Pattern Recognition- Agnosia, Bottom-Up and Top-Down Approaches, Object representation.
- C. 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 (3<sup>rd</sup> 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. 2016-2017 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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**ADIKAVI NANNAYA UNIVERSITY**  
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**PAPER – 105: COGNITIVE PSYCHOLOGY PRACTICALS**

(w.e.f. 2016-2017 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

**PART B : CASE REPORTS**

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

*Case – study includes (a) collecting personal information. (b) Conducting interviews (c) gathering the background factors leading to the present problem (d) making valid observations with respect to grooming, speech, non-verbal communication etc. (e) inference based on the verbal reports and behavioural manifestation. The above information is integrated and written in the form of a report.*

*Continued..*

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**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<br>(Experimental Psychology) | 10 Marks  |
| Viva voce on Experimental Psychology/<br>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        | Psychology of Life Span Development | 5                                      | 75            | 25  | 100 | 5       |
| 202        | Psychopathology                     | 5                                      | 75            | 25  | 100 | 5       |
| 203        | Self and Personal Growth            | 5                                      | 75            | 25  | 100 | 5       |
| 204        | Psychological Testing               | 5                                      | 75            | 25  | 100 | 5       |
| 205        | Psychological Testing Practical     | 8*                                     | 75            | 25  | 100 | 5       |

\*Requirement in view of the subject availability

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**PAPER - 201: PSYCHOLOGY OF LIFE SPAN DEVELOPMENT**

(w.e.f. 2016-2017 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. 2016-2017 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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**Paper 202: PSYCHOPATHOLOGY**  
(w.e.f. 2016-2017 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, psychophysiological disorders, personality disorders, nonorganic sleep disorders, impulse control disorders.
- C. Disorders related to substance use : Depressants, stimulants, hallucinogens, cannabis
- D. Sexual disorders : Sexual dysfunctions, paraphilias

**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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**ADIKAVI NANNAYA UNIVERSITY**  
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**Paper - 202: PSYCHOPATHOLOGY**  
(w.e.f. 2016-2017 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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**Paper 203: SELF AND PERSONAL GROWTH**

(w.e.f. 2016-2017 Admitted Batch)

**No.of Hrs/Week : 5**

**Credits : 5**

**End Exam Marks:75**

**Internal Marks : 25**

**Unit – 1: Introduction**

- A. Notion of Personality, Self and Personal Growth
- B. Bases of Self Knowledge” Proximal and Distal
- C. Psychoanalytic approach to personality: Freud, Jung and Adler
- D. Self in the Indian Thought

**Unit - 2 Developmental Perspectives**

- A. Concepts of “I” and “Me”: Categorical Self- William James, M. Lewis
- B. Symbolic Interactionism- G.H. Mead, Cooley
- C. Constructivist Approach-Robert Kegan and Kelly
- D. Carl Rogers Phenomenology

**Unit - 3 Existential Perspectives**

- A. Concerns from Philosophy, Literature and Psychology
- B. Existentialism: Jean Paul Sartre, Friedrich Nietzsche and Soren Kierkegaard
- C. Contributions of R.D. Laing and Rollo May
- D. Existential Therapies: Viktor Frankl

**Unit – 4 Self Management and Personal Growth**

- A. Social Identity and Psychosocial Stress
  - B. Stress in the Context of Self
  - C. Quality of Life and Well-being
  - D. Self Efficacy and Other coping strategies
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**Recommended Books:**

1. Liebert, R.M., & Spiegler, M.D. Personality: Strategies and issues. Pacific Grove, California: Brooks/Cole Publishing Company.
  2. Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper & Roe.
  3. Hall, C.S., & Lindzey, G. (1978). Theories of personality, 3<sup>rd</sup> Ed. New York: J. Wiley & Sons.
  4. Hjelle, L.A., & Zeigler, D.J. (1991). Personality theories: Basic assumptions, research & applications. 2<sup>nd</sup> Ed. International Student Edition. McGraw Hill, International Book Co.
  5. Pervin, L.A (1975). Personality: Theory, assessment and research. 2<sup>nd</sup> Ed. New York: Wiley International ed.
  6. Sahakian, W.S. (1965). Psychology of personality: Readings in theory. Chicago: Rand Mc-Nally College Publication Co.
  7. Magnusson, D., & Endler, N.S. (1977). Personality at crossroads, New Jersey, Hillsdale: Lawrence Erlbaum Associates.
  8. Burkitt, I. (1991). Social Selves. Thousand Oaks. Sage
  9. Kaplan, H.B. (1996). Psychosocial stress from the perspective of self theory. NY: Academic Press
  10. Kegan, R. (1982). The Evolving Self. NY: Harvard University Press
  11. Bayer, B.M., & Shotton, J.S. (1997). Reconstructing the psychological subject. London. Sage.
  12. Desai, P., Colling, A. (1986). Selfhood in context: Some Indian Solutions. In M.I. White, & S.
  13. Weiten, W., & Lloyd, M.A. (1994). Psychology applied to modern life. California: Brooks/Cole
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**PAPER - 203: SELF AND PERSONAL GROWTH**

(w.e.f. 2016-2017 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 bases of Self Knowledge  
OR  
Critically Evaluate Self in the Indian thought.
  2. Discuss symbolic Interactionism perspective of Mead and Cooley  
OR  
Trace the influence Robert Kegan to constructivist approach of self
  3. Explain Soren Kierkegaard existential views  
OR  
Discuss the contributions of Rollo May to Existentialism
  4. Write a brief note on stress in the context of self  
OR  
Define Self Efficacy and discuss coping strategies for better management of self
  5. Answer any FIVE of the following:
    - a. Adler's Individual Psychology
    - b. Personal Growth
    - c. Phenomenology
    - d. Categorical Self
    - e. Sartre Existentialism
    - f. Frankl Logo therapy
    - g. Quality of Life
    - h. Social Identity
-

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**Paper - 204: PSYCHOLOGICAL TESTING**  
(w.e.f. 2016-2017 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
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- D. Ethical and social consideration in testing - User qualifications, Protection of privacy, Confidentiality, Communicating tests results

**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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**PAPER 204: PSYCHOLOGICAL TESTING**  
(w.e.f. 2016-2017 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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**Paper - 205: PSYCHOLOGICAL TESTING PRACTICALS**

**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.

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**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.**

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      |
| <br>Total                                                 | <br>: 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        | Social Psychology        | 5                                      | 75            | 25  | 100 | 5       |
| 302        | Organizational Behaviour | 5                                      | 75            | 25  | 100 | 5       |
| 303        | 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: SOCIAL PSYCHOLOGY**  
(w.e.f. 2016-2017 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 (3<sup>rd</sup> 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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**PAPER 301: SOCIAL PSYCHOLOGY**  
(w.e.f. 2016-2017 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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**PAPER- 302: ORGANIZATIONAL BEHAVIOUR**

(w.e.f. 2016-2017 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, Placement, Training and Performance Appraisal**

- A. Principles and methods of selection. PIE model. Theory of placement. Nature and significance of training.
- B. Training methods and techniques. Testing in industries.
- C. Developing job criteria (job analysis, determining performance criteria). Measurement and evaluation of criteria (purpose, varieties of job performance data).
- D. Employee comparison procedures. Rating procedures. 360 degree assessment and feedback.

**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. Organizational Change, Development and Effectiveness**

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

Berry, L.M. Psychology at Work. (2<sup>nd</sup> 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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**ADIKAVI NANNAYA UNIVERSITY**  
**RAJAHMUNDRY**  
**DEPARTMENT OF PSYCHOLOGY**

**PAPER - 302: ORGANIZATIONAL BEHAVIOUR**  
(w.e.f. 2016-2017 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
-



**ADIKAVI NANNAYA UNIVERSITY**  
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**DEPARTMENT OF PSYCHOLOGY**

**PAPER – 303: COUNSELLING PSYCHOLOGY**

(w.e.f. 2016-2017 Admitted Batch)

**No.of Hrs/Week : 5**  
**Credits : 5**

**End Exam Marks:75**  
**Internal Marks : 25**

**Unit I. Introduction**

- A. Definition and nature of Counselling Psychology; Roots of Counselling Psychology; Goals of Counselling
- B. Roles and functions of counsellor: Characteristics of an effective Counsellor
- C. Confidentiality and Ethics in Counselling
- D. Theoretical perspectives : Psychodynamic, Cognitive-Behavioural and Humanistic

**Unit II. Counselling 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 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

**Unit III. Counselling for Special Groups**

- A. Counselling children with leaning and behaviour problems; Counselling for the mentally retarded
- B. Counselling adolescents for better adjustment
- C. Counselling women
- D. Counselling the Elderly

**Unit IV. Counselling for Specific Problems**

- A. Counselling for Anxiety problems; Counselling for Depression; Counselling the alcoholic and drug abuse groups
  - B. Counselling those with chronic mental disorders; Counselling patients with chronic medical illness: (terminally ill and HIV/AIDS)
  - C. Career Counselling; Counselling for Stress and burnout; Marital and family counselling; Group counselling
  - D. Issues related to process and outcome
-

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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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**ADIKAVI NANNAYA UNIVERSITY**  
**RAJAHMUNDRY**  
**DEPARTMENT OF PSYCHOLOGY**

**PAPER 303: COUNSELLING PSYCHOLOGY**  
(w.e.f. 2016-2017 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 issues related confidentiality and ethics in counselling
  2. Describe various steps in counselling process  
OR  
What are the transference and counter transference feelings?
  3. What types of adjustment problems do adolescents typically face? How would you counsel them?  
OR  
Explain about counselling elderly.
  4. Explain how cognitive behavioural techniques can be applied to alleviate depression?  
OR  
What are the various aspects to be considered by a counsellor while planning a counselling problem for stress and burnout?
  5. Answer any FIVE of the following
    - a. Nature of Counselling
    - b. Confidentiality
    - c. Learning problems
    - d. Case history
    - e. Resistance
    - f. Counselling women
    - g. Anxiety
    - h. Group Counselling
-

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**DEPARTMENT OF PSYCHOLOGY**

**PAPER – 304: HEALTH PSYCHOLOGY**  
(w.e.f. 2016-2017 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**

- 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. Psychophysiological 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; Alcoholism; Smoking: Behavioural explanations. Other stress related disorders:
- D. Diabetes; Arthritis; Sexual dysfunctions; Infertility. Speech disorders.

**Unit IV. Pain and Pain Management Techniques**

- A. Physiology of Pain. Gate – control theory. Psychological influences on pain perception.
  - 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.
-

**ADIKAVI NANNAYA UNIVERSITY**  
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**DEPARTMENT OF PSYCHOLOGY**

**PAPER - 304: HEALTH PSYCHOLOGY**  
(w.e.f. 2016-2017 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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**PAPER- 305 : CASE STUDIES**  
(w.e.f. 2016-2017 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, verbatims 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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**Fourth Semester**

| Course No. | Title of the Paper                      | No. of periods of instruction per week | Maximum Marks |     |     | Credits |
|------------|-----------------------------------------|----------------------------------------|---------------|-----|-----|---------|
|            |                                         |                                        | Ext           | Int | Tot |         |
| 401        | Clinical Psychology<br>(Compulsory)     | 5                                      | 75            | 25  | 100 | 5       |
| 402        | Project *<br>(Compulsory)               | 8*                                     | 75            | 25  | 100 | 5       |
| 403        | Behaviour Modification<br>(Compulsory)  | 5                                      | 75            | 25  | 100 | 5       |
| 404        | Educational Psychology<br>(Compulsory)  | 5                                      | 75            | 25  | 100 | 5       |
| 405        | Criminal Psychology<br>(Optional)       | 5                                      | 75            | 25  | 100 | 5       |
| 406        | Indian Psychology<br>(Optional)         | 5                                      | 75            | 25  | 100 | 5       |
| 407        | Rehabilitation Psychology<br>(Optional) | 5                                      | 75            | 25  | 100 | 5       |
| 408        | Environmental Psychology<br>(Optional)  | 5                                      | 75            | 25  | 100 | 5       |

\*Requirement in view of the subject availability

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# ADIKAVI NANNAYA UNIVERSITY

## RAJAHMUNDRY

### DEPARTMENT OF PSYCHOLOGY

### PAPER 401: CLINICAL PSYCHOLOGY

(w.e.f. 2016-2017 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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**DEPARTMENT OF PSYCHOLOGY**

**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
  27. West, J. & Spike, P. (1988). Clinical psychology in action: A collection of case studies. London: Butterworth Co.
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**ADIKAVI NANNAYA UNIVERSITY**  
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**DEPARTMENT OF PSYCHOLOGY**

**PAPER 401: CLINICAL PSYCHOLOGY**  
(w.e.f. 2016-2017 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
-

**ADIKAVI NANNAYA UNIVERSITY**  
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**DEPARTMENT OF PSYCHOLOGY**

**PAPER - 402: PROJECT**  
(w.e.f. 2016-2017 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 50 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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**PAPER - 403: BEHAVIOUR MODIFICATION**

(w.e.f. 2016-2017 Admitted Batch)

**No.of Hrs/Week : 5**  
**Credits : 5**

**End Exam Marks:75**  
**Internal Marks : 25**

**Unit - 1. Introduction**

- A. Focus of Behaviour Modification, Learning theory foundations
- B. Merits and Limitations of Behavioural approach
- C. Behavioural Analysis: Enhancing client's involvement- Behavioural Counselling
- D. Operant Conditioning: Basic paradigm- schedules of reinforcement- token economy, shaping, chaining-Premack's principle

**Unit - 2. Techniques**

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

**Unit - 3. Clinical Applications of Behaviour Therapy**

- A. Behaviour Therapy in anxiety disorders, psychoactive substance use disorders
- B. Behaviour therapy in Personality disorders and Childhood disorders
- C. Biofeedback principles and clinical applications
- D. Interventions for Depression

**Unit – 4 Educational Guidance**

- A. Programmed Learning- Guidance in elementary and secondary school
  - B. Vocational Guidance
  - C. Life Skills: Concept of Life skills and Internalising Life skills; Core life skills
  - D. Life Skills Training: Self Awareness, Empathy, Creative and Critical thinking, Decision making and Problem solving, coping with emotions and stress
-

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**Recommended reading**

1. Life Skills Manual for Health promotion of out of school adolescents; facilitators guide Part I; UN Inter agency Working group (Population development), 2005. India
  2. Romm, A.R. & Hogorski (1974). Behaviour Therapy: Techniques and empirical findings. New York: John Wiley & Sons
  3. Swaminathan, V.D. & Kaliappam, K.V. (1997). Psychology for affective living-behaviour modification, guidance, counselling and yoga. Chennai: Madras Psychology society
  4. Thompson, T & Dockers III, W.S. (1975) Application of behavioural modification. New York: Academic Press.
  5. Bychowski, G & Despert , J.L. Specialized techniques in psychotherapy. New York: Basic Books.
  6. Geldard, K. & Geldard, D. (1997) Counselling Children: A Practical Introduction. London: SAGE.
  7. Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.
  8. Bhatnagar, A. & Gupta, N. (1999). Guidance and Counselling: A Theoretical Perspective. New Delhi: Vikas Publishing House.
  9. Gilbert, P. (1992). Counselling for Depression. London: SAGE.
  10. Hallam, R. (1992). Counselling for Anxiety Problems. London: SAGE.
  11. Krumboltz, J.D. & Thorensen, C.E. (Eds.) (1969). Behavioural Counselling: Cases and Techniques. New York: Holt, Rinehart and Winston.
  12. Schloss, P.J., Smith, M.A. & Schloss, C.N. (1995). Instructional Methods for Adolescents with Learning and Behaviour Problems. Boston: Allyn and Bacon.
  13. Rathvon, N. (1999). Effective School Interventions, The Guilford Press. New York
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**ADIKAVI NANNAYA UNIVERSITY**  
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**PAPER 403 – BEHAVIOUR MODIFICATION**  
(w.e.f. 2016-2017 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 behaviour modification and explain its limitations.  
OR  
Critically evaluate the uses of Behavioural counselling
  2. Discuss the uses of autogenic training techniques of yoga and meditation  
OR  
Describe Ellis model of Rational Emotive Therapy
  3. Explain the role of behaviour therapy in psychoactive substance use disorders  
OR  
Evaluate the effectiveness of interventions dealing with depression
  4. Explain the intervention strategies used for vocational guidance.  
OR  
Discuss the concept of life skills and evaluate the importance of internalisation
  5. Answer any FIVE of the following:
    - a. Merits of Behavioural approach.
    - b. Premack's principle
    - c. Desensitisation
    - d. Assertiveness
    - e. Anxiety disorder
    - f. Biofeedback
    - g. Programmed learning
    - h. Empathy
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**PAPER - 404: EDUCATIONAL PSYCHOLOGY**

(w.e.f. 2016-2017 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 (9<sup>th</sup> 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. 2016-2017 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 – 405: CRIMINAL PSYCHOLOGY**

(w.e.f. 2016-2017 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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**PAPER 405 –CRIMINAL PSYCHOLOGY**  
(w.e.f. 2016-2017 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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**ADIKAVI NANNAYA UNIVERSITY**  
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**DEPARTMENT OF PSYCHOLOGY**

**Paper - 406 - INDIAN PSYCHOLOGY**

(w.e.f. 2016-2017 Admitted Batch)

Optional

**No.of Hrs/Week : 5**

**Credits : 5**

**End Exam Marks:75**

**Internal Marks : 25**

**Unit I. Introduction to Indian Psychology**

- A. Assumptive base of Indian Psychology. Scope and substance of Indian Psychology, Methods of study
- B. Psychological thought in Ancient India
- C. Indian thought and tradition: Indian Psyche, Indian psychology a myth or reality, origins of sruti and smriti, content of Vedas systems
- D. Schools of Indian Psychology, asu, prana, and manas, Atman and Jiva, models in Indian thought.

**Unit II. Yoga psychology**

- A. Theory and applications
- B. Patanjali yoga sutras and sidhis – Basic concepts
- C. Yoga psychology
- D. Samkhya Metaphysic

**Unit III. Transpersonal Psychology in Bhagavat Gita**

- A. Identity and existence, self knowledge, conflict and wisdom
- B. Ksetra, Ksetrajna and Ego, Karma and Sanyasa, work, renunciation and yoga, work as meditation
- C. Three definitions of yoga (i. sthitha prajna and freedom, ii. Work and freedom, iii. Yoga and happiness)
- D. Psychology in the advaita Vedanta: concept of manas, ahamkara, buddhi and citta, person and personality, self realization

**Unit IV. Jain and Buddhist Psychology**

- A. Jain Psychology: Jain Conscious reality, consciousness and conscious attentiveness
  - B. Jain Psychology: Concept of self, cognition, concept of mind, body mind interaction.
  - C. Buddhist Psychology: Thought (citta), mind (mano), consciousness (vinnana), varieties of knowing – sensory knowing (sanna)
  - D. Buddhist Psychology: Extraordinary knowing (abhinna), holistic knowing (parinna), and Insight knowing (panna).
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**Recommended Readings:**

Tart C. T. (1992). *Transpersonal psychologies*. (2<sup>nd</sup> Ed.). New York ; Harper Collins.

Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press India Pvt. Ltd.

Kuppuswamy, B. (1985). *Elements of Ancient Indian Psychology*, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paper back edition available)

Vyas R. N. (1984). *From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology*, New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj. (Paper back edition available)

Ajaya, S. (1983). *Psychotherapy east and west: A unifying paradigm*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

Vrinte, J. (1996). *The quest for the inner man – Transpersonal psychotherapy and integral sadhana*. Pondicherry, India: Sri Mira Trust.

**REFERENCE BOOKS**

Sinha J. (1985). *Indian Psychology Vol. 1 Cognition,; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception*. New Delhi: Motilal Banarasidas.

Dalal, A.S. (2001). *A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo*, Pondicherry: Sri Aurobindo Ashram Publication Department.

Misra G. & Mohanty, A.K.(2001). *Perspective on indigenous psychology*. New Delhi: Sage.

Kim U. & Berry, I.W.(1993). *Indigenous psychologies: Research and experience in cultural context*. New Delhi, India: Sage.

Cortright, B. (2000). *Psychotherapy and Spirit: Theory and practice in transpersonal psychotherapy*. Albany, NY: State University of New York Press.

Paranjpe A.C.(1998). *Self and Identity in modern psychology and Indian thought*. New York: Plenum Press.

Paranjpe A.C.(1994). *Theoretical psychology. Meeting of east and west*. New York: Plenum Press.

Rama, S. Ballentine, R., Ajaya, S. (1976). *Yoga and psychotherapy*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

Chaudhury, H. (1992). *Yoga Psychology*. In C.T. Tart (Ed.). *Transpersonal psychologies*. (2<sup>nd</sup> Ed.). New York: Harper Collins.

Akhilananda, Swami. *Hindu Psychology*. London, Routledge, 1947.

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**PAPER - 406 - INDIAN PSYCHOLOGY**  
(w.e.f. 2016-2017 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 scope and substance of Indian Psychology  
OR  
Discuss Indian thought and tradition of Indian Psychology.
  2. Give an account of Patanjali's yoga sutras.  
OR  
Write about Samkhya Metaphysic
  3. Expound the concept of Bhagavat Gita  
OR  
Describe Psychology in the advaita Vedanta.
  4. Write in detail about Jain psychology  
OR  
Write in detail about Buddhist psychology
  5. Answer any FIVE of the following:
    - a. Methods of studying Indian Psychology
    - b. Veda systems
    - c. Sidhis
    - d. Yoga psychology
    - e. Insight Knowing (Panna)
    - f. Consciousness
    - g. Sthitha prajna
    - h. Self realization
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**ADIKAVI NANNAYA UNIVERSITY**  
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**Paper – 407: REHABILITATION PSYCHOLOGY**

(w.e.f. 2016-2017 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.

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

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.

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**PAPER 407 -REHABILITATION PSYCHOLOGY**  
(w.e.f. 2016-2017 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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**Paper - 408: ENVIRONMENTAL PSYCHOLOGY**

(w.e.f. 2016-2017 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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**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](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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**Paper - 408: ENVIRONMENTAL PSYCHOLOGY**

(w.e.f. 2016-2017 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 environmental psychology  
OR  
Briefly write about research methods used in environmental psychology
  2. Explain the nature and consequences of environmental deprivation  
OR  
Write a note on the importance of managing limited resources
  3. Discuss the effects of behaviour on environment  
OR  
Elucidate Pro-social and Pro-environment behaviours
  4. Discuss the importance of creating environmental awareness  
OR  
Write a note on environment impact assessment.
  5. Answer any FIVE of the following:
    - a. Eco-cultural psychology
    - b. Person Environment transactions
    - c. Environmental cognition
    - d. Sustainable development
    - e. Crowding
    - f. Acculturation
    - g. Social Impact Assessment
    - h. Dimensions of environment impact
-