**SKILL ENHANCED COURSE (SEC) FOR SEMESTER V, FROM 2022-23**

**STRUCTURE OF SEC’S FOR SEMESTER V**

(TO CHOOSE ONE PAIR FROM THE THREE ALTERNATIVE PAIRS OF SEC’S)

<table>
<thead>
<tr>
<th>Course No. (6&amp;7)</th>
<th>Name of the Course</th>
<th>Sem.</th>
<th>Th.Hrs./week</th>
<th>IE marks</th>
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<th>Total Credit</th>
<th>Pract. Hrs./week</th>
<th>Marks</th>
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<td>6A</td>
<td>Educational Psychology</td>
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<td>7A</td>
<td>Educational Psychology - Applications and Skills</td>
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<td>6B</td>
<td>Industrial and Personnel Psychology</td>
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<td>7B</td>
<td>Consumer Psychology</td>
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<td>6C</td>
<td>Abnormal Psychology</td>
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<td>7C</td>
<td>Psychological Disorders - Treatment methods</td>
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<td>3</td>
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Course No: 6A  Course Name: Educational Psychology  Marks - 75

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

Course Content

UNIT I: Introduction

A. Educational Psychology: Definition, Nature, Scope and importance.

UNIT II: Learning Process

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

UNIT III: Theories and Laws of Learning

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

UNIT IV: Transfer of Learning

B. Transfer of Verbal and motor learning, Distribution of practice, knowledge of results.

UNIT V: Individual Differences in Personality- Educational implications

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

PRACTICUM

Conduct any Four experiments from the following:

Elevated maze- Trial and error learning

1. Slot maze
2. Step maze- Insightful learning
3. Interest Schedule
4. Study Habits & Skills Inventory
5. Teacher Aptitude Inventory
6. Transfer of learning
7. T-Puzzle
8. Mental fatigue
Model question paper
Semester-V  6-A
Educational Psychology

Maximum marks 75 M
Time three hours

PART-A

Answer Five question each question carries Five marks 5X5=25

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

PART-B

Answer the following Question 10X5=50

9. Explain about scope and importance of educational psychology
   (or)
   Briefly mention about survey method
10. Discuss the process of learning
    (or)
    Explain learning curves

11. Define conditioning and explain its laws
    (or)
    Discuss the role of motivation in learning

12 Discuss theories of transfer of learning
    (or)
    Discuss Transfer of Verbal and motor learning

13. Explain Types of personality
    (or)
    Discuss the Role of School and Education in development of personality
I. Learning Outcomes

2. Identifying the mental health factors influencing learning process.
3. Understanding the impact of various skills on students’ learning.
4. Appreciation for various behaviour modification methods to facilitate learning.

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

Course Content

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

Unit-II: Adjustment and Wellbeing
   B. Stressors- examination anxiety, bullying, parental expectations, peer pressure and competition

Unit III: Assessment of skills for learning
   A. Study skills and habits- Meaning, nature, development and impact on academic success
   B. Role of Emotional Quotient and Social Quotient in education

Unit-IV : Behaviour Modification in Education
   A. Behavioural problems and their identification- Absenteeism, dropouts, under achievement
Unit V: Counselling and Guidance in Education

A. Meaning and Scope educational counselling and guidance in education
B. Types of counselling- Individual and group counselling
C. Counselling Skills

References


PRACTICUM

Hours-2/week  Max Marks 50

1. Assessing study skills of slow and advance learners
2. Assessing study habits of school children
3. Case study in any one of the following- bullying, Examination stress, parental pressure
4. Identification of learning difficulties of children in classroom
5. Field visit – Special children/ Juvenile home
Model question paper
Semester-V 7A

Educational Psychology- Application and Skills

Time: 3hrs  Max.Marks-75

PART-A

Answer Five question each question carries Five marks 5X5=25

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

PART-B

Answer the following Question 10X5=50

9. Explain Characteristics and Types of learning disabilities (or)
   Briefly mention Role of teachers in facilitating education to learning disabled

10. Discuss the Factors influence and promote adjustment (or)
    Explain Stressors in students

11. Define study habits and its impact in academic success (or)
    Discuss the role of emotional quotient in learning

12 Discuss behavioural problems of students (or)
    Discuss behaviour modification methods

13. Explain Meaning and Scope educational counselling (or)
    Discuss the counseling skills
AP State Council of Higher Education  
Revised syllabus under CBCS, 2020-2021  
Domain Subject: Psychology  
Semester-V  
Course No: 6B  
Course Name: INDUSTRIAL AND PERSONNEL PSYCHOLOGY  

Time : 3hrs  
Max.Marks - 75  

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

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

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

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

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

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

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

Practicum:  
Marks-50  

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


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

TIME: 3hrs
Max.Marks-75

Learning outcomes:

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

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

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


Unit-V: Sales Promotion:

Practicum :

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

References :
Top Consumer behavior Dr. M.M. Prasad, Top Publications, educational publishers, chowerybaza”r, Delhi.

Model question paper
Semester-V   6-B

INDUSTRIAL AND PERSONNEL PSYCHOLOGY
TIME: 3hrs                                                                 Max.Marks-75

PART-A

Answer Five question each question carries Five marks 5X5=25

12. Industrial psychology
13. Personnel psychology
14. Organizational psychology
15. Work motivation
16. Job attitudes
17. Howthron study
18. Application blank
19. Flat structure

PART-B

Answer the following Question 10X5=50

20. Explain about social foundation of industrial psychology
(or)
   Briefly mention about scope of industrial psychology
21. Discuss on methods of personnel selection
(or)
   Explain about application blank
22. Define organizational psychology and its models
(or)
   Discuss about organizational effectiveness
12 Discuss about importance of X, Y theory
(or)
   Explain bout Maslow’s theory of motivation
14. Explain meaning of job satisfaction and techniques to improve job satisfaction
(or)
   Discuss about measurement of job satisfaction.
CONSUMER BEHAVIOR

TIME: 3hrs                                                                 Max.Marks-75

PART-A

Answer Five question each question carries Five marks  5X5=25

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

PART-B

Answer the following Question  10X5=50

9. Discuss about importance of consumer behavior
   (or)
   Explain need for developing consumer behavior

10. Discuss about importance of market research
    (or)
    Explain types of marketing

11. Discuss on needs Vs wants and buyer process
    (or)
    Types of consumer behavior

12. Discuss various types of advertising
    (or)
    Techniques and stages of advertising

13. Discuss on scale man ship
    (or)
    Explain about branding and function of branding
AP State Council of Higher Education
Revised syllabus under CBCS, 2020-2021
Domain Subject: Psychology
Semester-V
Course No: 6C         Course Name: COUNSELLING PSYCHOLOGY
TIME: 3hrs                                                                 Max.Marks-75

SYLLABUS
Counselling Psychology

UNIT I
Introduction to Counselling – Definition, scope of counseling, goals of counseling, Areas of counseling, Differences and similarities between counselling and psychotherapy,

UNIT II
Counselling process – Counselling setup, establishing relationship, Counselling stages

UNIT III
Counseling skills – Attending behavior, listening, questioning, observation, empathy, Characteristics of effective counselors

UNIT IV
Counseling children and adolescents- Counselling children with behavioural problems, Counselling children with special needs, counseling adolescents with emotional and behavioural problems

UNIT V
Ethical issues in counseling – Ethical concepts, ethical practices and ethical principles in counseling

Reference books
1. Margaret, H, (2006), - Counselling skills and theory

III B.A. Psychology – V semester

Paper-6C

Counselling psychology PRACTICUM

The following tests have to be conducted and detailed report should be submitted

I a. 1. An adjustment inventory

2. Anxiety test

3. An Interest inventory

4. Any personality test

Or

I b. Two case studies
AP State Council of Higher Education
Revised syllabus under CBCS, 2020-2021
Domain Subject: Psychology
Semester-V

Course No:7C
Course Name: PSYCHOLOGICAL DISORDERS- TREATMENT METHODS
TIME: 3hrs Max.Marks-75
03 Credits

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

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

Unit-I: Anxiety Disorders (10Hrs)
Clinical Picture, Generalized Anxiety Disorders, Phobias, OCD, Post Traumatic Stress Disorders. Treatment of Anxiety Disorders.

Unit-II Schizophrenia (10Hrs)
Clinical picture, sub types of Schizophrenia, role of genetic prenatal factors in the development of schizophrenia, Treatment of Schizophrenia.

Unit-III: Neuro developmental Disorders (10Hrs)
Clinical picture and etiology of intellectual disability, autism, ADHD.
Treatment of Neuro developmental Disorders.

Unit-IV: Mood Disorders and Suicide (10Hrs)

Unit-V: Substance induced Disorders (10Hrs)
Substance dependence and substance abuse, alcohol dependence, social and personal costs of alcoholic dependents, groups at risk for alcoholic dependent and abuse, treatment of alcohol dependents. Other drugs – barbiturates, cocaine, amphetamines and nicotine.

References

Course No. 7C  PSYCHOLOGICAL DISORDERS AND TREATMENT METHODS

PRACTICAL

Maximum marks 50
Credits 2

1. Assessment of anxiety, data analysis and interpretation
2. Assessment of depression, data analysis and interpretation
3. Assessment of behavior problems of children, data analysis and interpretation
4. Field visit to disability homes, old age homes, orphanage homes, hospitals schools for special children, delinquent homes.
SECTION-A
Answer any FIVE of the following. Each question carries 5 marks  
5X5=25

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

SECTION-B
Answer all questions each question carries 10 marks  
5X10=50

9. Explain the development of phobias?  
(Or) Discuss the treatment of Generalized Anxiety Disorder?

10. Discuss the symptoms and subtypes of schizophrenia?  
(or) Discuss the role of genetic factors in schizophrenia?

11. Discuss the causes of intellectual disability?  
(or) Describe the symptoms of ADHD

12. Explain the risk for suicide and the strategies to prevent it?  
(or) Discuss the symptoms and causes of depression?

13. Explain the techniques of behavior therapy?  
(or) Describe the techniques of cognitive-behavior therapy?