



SOMAIYA

VIDYAVIHAR UNIVERSITY

Somaiya School of Humanities and Social Science

QUESTION PAPERS

BRANCH: Bachelor of Science - Psychology	SEM: IV
	APR-2026

Sr. No.	Subject	Available
1.	231U78C401 – Personality Psychology	
2.	231U78C402 – Educational Psychology	
3.	231U78C403 – Abnormal Psychology	
4.	231U78K401 – Research Methodology	
5.		
6.		
7.		
8.		
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10.		



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Bsc. Psychology
Sem. IV
1/4/26

January/February 2026		
Examination: In Semester Examination (UG/PG Programmes)		
Programme code: 78	Class: SY	Semester: IV
Programme: BSc Psychology		
Name of the School: SSHSS		Name of the Department: Psychology
Course Code: 231U78C401	Name of the Course: Personality Psychology	
Duration : 02 Hr.	Maximum Marks : 60	
Instructions: 1) Draw neat diagrams 2) Assume suitable data if necessary		

Question No.		Max. Marks	CO
Q1	Answer the following		
a)	What are instinct, describe its type and explain the structure of personality	7	CO1
b)	Compare the first 4 stages of psychosocial development to last 4 stages	8	CO2
OR			
c)	Elaborate on Psychosexual stages of development	8	CO1
d)	A 17-year-old student feels confused about career choices and struggles with identity. She often changes her goals and feels pressure from family expectations. She compares herself with peers and feels insecure about her future. She avoids making decisions and feels anxious when asked about her plans. Explain her situation using Erikson's stages of development.	7	CO2
Q 2	Answer the following		
a)	What is the self and tendency towards self-actualization and list down the characteristics of a fully functioning person	7	CO3
b)	Rahul is very outgoing, enjoys social gatherings, and easily makes friends. He is also emotionally stable and handles stress well. He prefers active environments and takes initiative in group activities. His teachers describe him as confident and energetic. Explain his personality using trait theories.	8	CO4
OR			
c)	A child receives appreciation only when scoring high marks and is criticized otherwise. Over time, the child begins to feel anxious about failure and avoids trying new activities. The child starts believing that they are only valued when successful. This creates confusion about their true feelings and self-worth. Explain this using Rogerian approach.	8	CO3
d)	What is trait and explain the difference between surface trait and source and state its types	7	CO4
Q3	Answer the following		
a)	Describe self-report inventories and clinical interviews.	7	CO5
b)	Riya, a 10-year-old child, has recently developed a fear of being alone and frequently refuses to attend school. She often attributes her mistakes to others and, during stressful situations, displays noticeably immature	8	CO1

	<p>behavior for her age. Following a recent family conflict, her parents have observed changes in her behavior. When asked about her feelings, Riya tends to avoid the conversation and shifts the topic.</p> <p>Analyze Riya's behavior and identify the underlying psychological processes that may explain these patterns using Freud's theory, providing suitable justification for your answer.</p>		
	OR		
c)	<p>A school counsellor wants to assess a student's behavior in the classroom. The student shows aggression and lack of attention. The counsellor observes the student during class activities and records behavior patterns over time. The counsellor also interacts with teachers for feedback.</p> <p>Which mode of assessment is best suited for this case and why?</p>	8	C05
d)	Compare and Contrast Raymond Catell and Han's Eysenck theories	7	C04
Q4	Short Notes (Any three)	15	
a)	Oedipus and Electra Complex		C01
b)	Basic strength and Assessments in Erikson's theory		C02
c)	Person-centered therapy		C03
d)	HEXACO model		C04
e)	Minnesota Multiphasic personality Inventory		C05



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06 APR 2026

March/April 2026		
Examination: End Semester Examination (UG Programme)		
Programme code: 78	Class: SY	Semester: IV
Programme: B.Sc. Psychology		
Name of the School: SSHSS		Name of the Department: Psychology
Course Code: 231U78C402	Name of the Course: Educational Psychology	
Duration : 2 Hr.	Maximum Marks : 60	
Instructions: 1)Draw neat diagrams 2)Assume suitable data if necessary		

Question No.		Max. Marks	CO
Q1	Answer the following	15	
a)	Explain importance of theories for teaching. Discuss any two types of learning theories.	8	1
b)	Explain memory and discuss any two techniques to improve memory.	7	2
	OR		
c)	Explain how research helps in improving learning and teaching.	8	1
d)	Explain forgetting and discuss its causes.	7	2
Q2	Answer the following	15	
a)	Explain types of motivation and their importance in classroom learning.	8	3
b)	Discuss adjustment problems and coping strategies at school level.	7	4
	OR		
c)	Discuss importance of motivation and teacher's role in enhancing it.	8	3
d)	Explain forgetting and discuss its causes.	7	4
Q3	Answer the following	15	
a)	"Teaching is a professional skill and not mere intuition." Discuss this statement with reference to educational psychology.	8	1
b)	Explain why planning is considered the first step in effective teaching.	7	4
	OR		
c)	Explain the importance of knowledge in cognition. How do schemas help learners understand and retain new information?	8	3
d)	Differentiate between positive reinforcement, negative reinforcement, and punishment with suitable educational examples.	7	2
Q4	Write a short note- (Any 3)	15	
a)	Learning Styles		1
b)	Attention and its role in learning		2
c)	Motivation in classroom		3
d)	Characteristics of effective teachers		4



March/April 2026		
Examination: End Semester Examination (UG Programmes)		
Programme code: 78	Class: SY	Semester: IV
Programme: B.Sc Psychology		
Name of the School: Somaiya School of Humanities and Social Sciences		Name of the Department : Psychology
Course Code: 231U78C403	Name of the Course: Abnormal Psychology	
Duration : 2 Hr.	Maximum Marks : 60	
Instructions: 1) Read the questions and write answers accordingly.		

Question No.		Max. Marks	CO
Q1	Answer the following	15	
a)	How did the views of abnormal behavior in early ages contribute to stigma towards mental health?	8	1
b)	Explain how social-cultural factors contribute to psychopathology.	7	2
OR			
c)	Elaborate on the criteria for identifying abnormal behaviour.	7	1
d)	Explain the usefulness of MMPI as a psychological tool of assessment.	8	2
Q2	Answer the following	15	
a)	Explain in detail agoraphobia as an anxiety disorder.	8	3
b)	Elaborate on dissociative fugue and dissociative amnesia.	7	4
OR			
c)	What are the main features of obsessive compulsive disorder?	7	3
d)	Explain with an example- hallucinations and delusions. Elaborate on the causes of schizophrenia.	8	4
Q3	Answer the following	15	
a)	H.J,45y/o Male, has been feeling low and sad for most of the day, lost his appetite, and has noticed he is sleeping longer than usual. He reports feeling hopeless. The symptoms have been there since the past three weeks. Identify and explain the disorder.	8	5
b)	Describe the main features of avoidant personality disorder.	7	6
OR			
c)	Compare and contrast the symptoms seen in manic and depressive phase.	7	5
d)	Elaborate on the main features of Cluster B personality disorder.	8	6
Q4	Answer the following (Any 3)	15	
a)	Obsessive-compulsive related disorders.		3
b)	Depersonalization and Derealization.		4
c)	Factitious disorder		4
d)	Mood disorders.		5
e)	Paraphilic disorders.		6



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10 APR 2026

Psychology
Sem-IV

April 2026		
Examination: In Semester Examination (UG Programme)		
Programme code: 78 Programme: BSc Psychology	Class: SY	Semester: IV
Name of the School: Somaiya School of Humanities and Social Sciences	Name of the Department: Psychology	
Course Code: 231U78K401	Name of the Course: Research Methodology	
Duration : 2 Hrs	Maximum Marks : 60	
Instructions: 1) Draw neat diagrams and figures		

Question No.		Max. Marks	CO
Q1	a) Explain the importance of research and briefly describe how it helps in gaining new knowledge.	08	CO1
	b) Case-Study A student starts with the topic " <i>stress among students.</i> " The topic is very broad and does not mention age group, type of stress, or any specific variables. The student feels confused while collecting data because there is no clear direction. After guidance, the topic is changed to " <i>relationship between exam stress and sleep quality among undergraduate students aged 18–22.</i> " Now the student clearly knows what to measure and from whom to collect data. The research process becomes more focused and organized. Question for case study: Identify the problem in the initial research topic & state the improvement seen in the refined research topic.	07	CO1
	OR		
	c) Explain the meaning of research design and describe important features of a good research design.	08	CO2
Q2	d) Case-Study A researcher selects participants only from one nearby college because it is easy to access. No random method is used to select participants. The researcher also does not control factors like study environment or time of data collection. As a result, responses vary a lot and the findings are not consistent. The researcher finds it difficult to apply the results to a larger group. The study lacks proper planning in sampling and design. Question for case study: Identify one problem in the sampling method & one issue in the research design affecting the results.	07	CO2
	a) Explain the importance of reliability and validity in research instruments.	08	CO3
	b) Case-Study A researcher prepares a questionnaire to measure stress. One	07	CO3

	<p>question reads, "I feel stressed and tired during exams." Some students answer based on stress, while others focus on tiredness. The responses are very different and do not show consistency. The researcher notices that the same question is understood differently by different students. This creates confusion in the data collected. The results become difficult to interpret.</p> <p>Question for case study: Identify one issue in the questionnaire and explain how it leads to inconsistent responses.</p> <p style="text-align: center;">OR</p> <p>c) Explain the process of interpretation in research findings and describe any two precautions to avoid errors in interpretation.</p> <p>d) Case-Study A researcher studies social media usage and anxiety levels. The results show that students who use social media more also report higher anxiety. Based on this, the researcher concludes that social media causes anxiety. No other factors such as academic pressure or personal issues are considered. The researcher also does not mention that the data only shows a relationship. The conclusion is presented as a definite cause-effect statement.</p> <p>Question for case study: Identify the mistake in the researcher's conclusion. State what the result actually depicts according to the data.</p>		
		08	CO4
		07	CO4
Q3	<p>a) Distinguish between quantitative and qualitative research and give one example of each.</p> <p>b) Explain the importance of sampling and give one reason why it is needed in research</p> <p style="text-align: center;">OR</p> <p>c) Explain any two methods of data collection with suitable examples.</p> <p>d) Explain the importance of report writing and how it helps in communicating research findings</p>	08	CO1
		07	CO2
		08	CO3
		07	CO4
Q4	<p>Short Notes (Any 3) -</p> <p>a) Difference between research methods & research methodology</p> <p>b) Importance of sample representativeness.</p> <p>c) Types of measurement errors.</p> <p>d) Importance of structured report writing in research</p>	15	
			CO1
			CO2
			CO3
			CO4