

CENTRAL UNIVERSITY OF TAMIL NADU

**SCHOOL OF BEHAVIOURAL SCIENCES
DEPARTMENT OF APPLIED PSYCHOLOGY**

(w.e.f - 2022-2023)



MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

COURSE CURRICULUM

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1. Overview

Central University of Tamil Nadu (CUTN) is an institution of higher education established by an Act of Parliament in 2009. The University aims at the forming of an enlightened society founded on a relentless pursuit of excellence through innovation in teaching-learning process, interdisciplinary studies and research. With a host of diversified integrated postgraduate, postgraduate and doctoral programmes, the University has been keen to stay abreast of the ever expanding academic frontiers. Within a brief period CUTN has established itself as a frontrunner in the pursuit of excellence.

1.1 School of Behavioural Sciences

The School of Behavioural Sciences aims to be in the forefront of teaching, research, and extension by addressing the existing challenges of our society, be they social, economic, political, health-related or environmental in nature. This School presently comprises the department of Applied Psychology and offers Ph.D. Applied Psychology and M.Sc. Applied Psychology with three specializations: (i) Clinical Psychology, (ii) Counselling Psychology, and (iii) Organisational Psychology.

1.2 Department of Applied Psychology

The Department of Applied Psychology, Central University of Tamil Nadu was established in 2017 and started M.Sc. Applied Psychology in the academic year 2017-18 to cater the increased need for knowledge generation and application in the field of Behavioural Sciences in general and Psychology in particular. The Department aims to provide students with a comprehensive knowledge in the scientific discipline of Psychology, opportunities for learning in the laboratory as well as from the field, and advancement in the understanding of self and others. The Department emphasizes excellence in teaching and research through active involvement of faculty and students in the generation and dissemination of knowledge.

The field of psychology is all-inclusive; virtually any aspect of human behaviour and development can be viewed from a psychological perspective. Psychologists work in different settings, including universities, colleges, research institutes, hospitals, government agencies, counselling centres, schools, business, defence, NGO's etc. and take up different roles in various fields ranging from teaching to research and counselling to training.

In the changing global scenario, application of psychological principles to solve human problems has acquired new dimensions with the changing nature of the challenges that the world faces today. In this context, the department currently offers a regular two years fulltime programme in Applied Psychology (M.Sc. Applied Psychology) with three specialisations: (i) Clinical Psychology, (ii) Counselling Psychology, and (iii) Organisational Psychology. In addition to the post-graduate programme, the department also offers Ph.D. in Applied Psychology.

A. Vision

To lead in teaching and scientific research in the field of Psychology

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B. Mission

M1	To impart scientific knowledge in all domains of psychology
M2	To inculcate professional and ethical psychological practices
M3	To equip students with skills required to conduct scientific research
M4	To adopt contemporary advances in the field and promote Inter, Multi and Trans disciplinary approach in teaching and research

C. Program Educational Objective (PEO)

After five years of successful completion of the program, the student will be able to:

PE01	Apply various perspectives of psychology in different contexts
PE02	Practice independently
PE03	Be an expert in a specialized field
PE04	Carry out ethical and innovative high quality scientific research
PE05	Lead inter/multi/trans disciplinary team for research and development

D. Graduate Attributes of M.Sc. Applied Psychology Programme

1. **Disciplinary Knowledge:** Content and pedagogical knowledge synchronised with the curriculum frameworks and policies
2. **Communication Skills:** Possess clarity in conveying the ideas
3. **Critical Thinking:** Capacity to apply analytical thought in the teaching and learning process
4. **Problem Solving:** Participate in the educational problem solving and applying the knowledge in the day-to-day professional endeavours.
5. **Cooperation:** Appreciate collaboration and cooperation among stakeholders of education.
6. **ICT Skills:** Selecting and integrating appropriate ICT skills for professional development.
7. **Ethics:** Doing what is right to society
8. **Self-Directed Learning:** Developing autonomy and self-regulation in teaching-learning and professional development.
9. **Reasoning:** Ability to interpret and draw the conclusion from qualitative/quantitative data with open-mindedness
10. **Creativity:** Ability to produce new ideas
11. **Societal and Environmental Concern:** Performing an act or solving a problem with respect to societal and environmental concern
12. **Lifelong Learning:** Understands the need for learning and practices it throughout life.

E. PEO to Mission Statement Mapping

	PE01	PE02	PE03	PE04	PE05
M1	3	3	3	3	3
M2	3	3	3	3	3
M3	3	3	3	3	3
M4	3	3	2	3	3

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F. Program Outcomes (PO)

On the successful completion of the program, the student will be able to:

P01	Work as an efficient teacher in the field of psychology
P02	Pursue higher education
P03	Provide professional mental health services to the society at large
P04	Carry out ethical and scientific research
P05	Work in inter/multi/trans disciplinary team for research and development

G. PO to PEO Mapping

	P01	P02	P03	P04	P05
PE01	3	3	3	3	3
PE02	3	3	3	3	2
PE03	3	3	3	3	3
PE04	3	3	2	3	3
PE05	3	3	2	3	3

2. Regulations

2.1 Name of the programme	M.Sc. Applied Psychology
2.2 Duration of the programme	Two Years (Four Semesters)
2.3 Specialisations	A. Clinical Psychology B. Counselling Psychology C. Organisational Psychology
2.4 Total intake	26 (from the Academic Year 2022-2023)
2.5 Eligibility Criteria:	Any Bachelor's degree from a recognized University with a minimum of 55% marks for General Category, 50% marks for OBC (Non-creamy Layer), 45% marks for SC/ST/PWD Candidates at Graduate level. Candidates seeking admission to the M.Sc. Applied Psychology programme should apply and appear for CUCET-Central Universities Common Entrance Test for the respective academic year, the details of which will be updated in the Website.
2.6 Medium of Instruction	English
2.7 Attendance	As per the University rules
2.8 Scheme of Examination:	Each theory paper shall have 40 marks towards continuous internal assessment and 60 marks towards end-semester examination. Practicum shall have only continuous internal assessment of 100 marks, Internship and Dissertation shall have only continuous internal assessment of 100 marks.
2.9 Miscellaneous:	All other matters not referred specifically in these regulations shall be governed as per the ordinances of the university as revised from time to time.

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3. Programme Structure

SEMESTER ONE

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours
AP 101	Cognitive Psychology	Core	3	1	0	4	4
AP 102	Applied Social Psychology	Core	3	1	0	4	4
AP 103	Research Methodology-I	Core	2	0	1	3	4
AP 104	Statistics for Psychology-I	Core	2	0	2	4	6
AP 105	Practicum & Field Work-I	Core	0	2	2	4	6
AP 501 E I	Foundations of Human Behaviour-I	GE	2	1	0	3	3
AP 501 E II	Physiological Psychology	GE	2	1	0	3	3
AP 501 E III	Theories of Learning	GE	2	1	0	3	3

Course Type* - Core/Elective (General Elective/Department Specific Elective)

L - Lecture | T - Tutorial | P - Practical

SEMESTER TWO

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours
AP 201	Theories of Personality	Core	3	1	0	4	4
AP 202	Developmental Psychology	Core	3	1	0	4	4
AP 203	Research Methodology-II	Core	2	0	1	3	4
AP 204	Statistics for Psychology-II	Core	2	0	2	4	6
AP 205	Practicum & Field Work-II	Core	0	2	2	4	6
AP 502 E I	Foundations of Human Behaviour-II	GE	2	1	0	3	3
AP 502 E II	Health Psychology	GE	2	1	0	3	3
AP 502 E III	Positive Psychology	GE	2	1	0	3	3

Course Type* - Core/Elective (General Elective/Department Specific Elective)

L - Lecture | T - Tutorial | P - Practical

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SEMESTER THREE

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours
AP 301	Psychopathology	Core	3	0	1	4	5
AP 302	Counselling Skills and Techniques	Core	3	0	1	4	5
AP 303 A	Psychotherapy-I	Core	2	0	2	4	6
AP 303 B	Counselling Interventions	Core					
AP 303 C	Human Resource Management	Core					
AP 304 A	Neuropsychology	DSE	3	1	0	4	4
AP 304 B	Paradigms of Counselling	DSE					
AP 304 C	Organizational Behaviour	DSE					
AP 305 A	Child & Geriatric Psychopathology	DSE	2	1	0	3	3
AP 305 B	Career Counselling	DSE					
AP 305 C	Human Resource Development	DSE					
AP 306	Practicum -III	Core	0	0	2	2	4
-	Dissertation-no evaluation in semester-III	Core	0	5	0	5*	5

Course Type* - Core/Elective (General Elective/Department Specific Elective) | L - Lecture | T - Tutorial | P - Practical

* - Audit Course

SEMESTER FOUR

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours
AP 401 A	Psychotherapy-II	Core	2	0	2	4	6
AP 401 B	Counselling in Different Settings	Core					
AP 401 C	Organizational Development & Change	Core					
AP 402	Internship (2 months) #	Core	0	4	4	8	12**
AP 403	Dissertation	Core	0	4	4	8	12***

A-Clinical Specialization; B- Counselling Specialization; C- Organizational Psychology Specialization

^ 1 credit in practical equals to 2 hours of work load for audit course

* Work load of the faculty in charge will be **one hour per student in a week**

**A student has to spend a minimum of 300 hrs.in the organization where they are doing the internship and report has to be submitted at the end of the internship.

*** A student has to spend a minimum of 300 hrs., for the dissertation.

Preferably in the months of December and January. Work load of the faculty in charge will be one hour for two students in a week | **GE** – General Elective | **DSE** – Department Specific Elective

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4. Semester wise- Courses & Syllabus in OBE Format

SEMESTER ONE

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours
AP 101	Cognitive Psychology	Core	3	1	0	4	4
AP 102	Applied Social Psychology	Core	3	1	0	4	4
AP 103	Research Methodology-I	Core	2	0	1	3	4
AP 104	Statistics for Psychology-I	Core	2	0	2	4	6
AP 105	Practicum & Field Work-I	Core	0	2	2	4	6
AP 501 E I	Foundations of Human Behaviour-I	GE	2	1	0	3	3
AP 501 E II	Physiological Psychology	GE	2	1	0	3	3
AP 501 E III	Theories of Learning	GE	2	1	0	3	3

AP 101 - COGNITIVE PSYCHOLOGY

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Understand the history, perspectives, context and scope of cognitive psychology	Understand
CO 2	Summarize and relate the neuropsychological basis of various cognitive processes	Understand
CO 3	Employ different theoretical approaches of cognitive psychology to understand different mental processes	Apply
CO 4	Use various strategies and techniques originated from the theoretical foundations to everyday life	Apply
CO 5	Demonstrate contemporary technological innovations simulating human cognitive processes	Skill

b. Syllabus

Units	Content	Hrs.
I	Cognitive Psychology - Meaning, Scope and Importance; Historical origin; Perspectives of cognition - Information processing and connectionist approach; Methods - Psychophysics and signal detection theory; Consciousness - History of consciousness, cognitive psychology and consciousness, consciousness as a scientific construct.	8

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Units	Content	Hrs.
II	Perceptual Processes: Perception and sensation; Pattern recognition - gestalt theory; Theoretical approaches to perception – Bottom-up approach (direct perception, template theory, prototype theory, and feature analysis), Top-down approach (Navon, effect of context, perceptual learning, and configural superiority effect), and Integration (computational) theory of perception. Attention: Meaning & Types;	12
III	Selective, Sustained and Divided attention; Models – Selection models, Capacity model, multiple resource model (Wicken’s model). Memory - Sensory memory, short-term memory and long term memory; Models of memory – Store models – Atkinson-Shiffrin model; Working memory model (central executive, phonological loop, visuo-spatial sketch pad, & episodic buffer); Levels of processing model & self-referencing effect; Episodic, Semantic, and Procedural Memory; PDP or Connectionist model; Mnemonic systems and meta- memory - Eye witness memory, False memory.	14
IV	Reasoning - Deductive versus inductive reasoning; Problem solving (well-defined and ill-defined problem) - Approaches to problem solving-Heuristics and its types, Problem solving behavior and strategies (reproductive and productive), Obstacles of problem solving; Creativity. Decision making: Decision making and its phases, Decision making in the real world, Theories of decision making - elimination by aspect, naturalistic decision making, biases and heuristics.	14
V	Language: Concepts, Definitions, Prototypes, Organization of Language - Phonology, Words, syntax, sentence parsing; Nature and Acquisition - Bilingualism and Multilingualism; Reading and comprehension - Bottom-up and Top-down processes; Language and thinking. Artificial intelligence (AI) - The beginning computers and AI, Human cognition and AI, perception and AI, game playing and AI.	12

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

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4. Solso, R. L. (2014). Cognitive Psychology. Pearson Education Pvt. Ltd., New Delhi.
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8. McBride, D. M., & Cutting, J. C. (2018). Cognitive Psychology: Theory, Process, and Methodology. SAGE Publications, Inc.
9. Neisser, U. (2014). Cognitive Psychology: Classic Edition. Taylor & Francis Group.
10. Payne, D., Gruneberg, M., Yoder, C., & Herrmann, D. J. (2006). Applied Cognitive Psychology: A Textbook (Challenges and Controversies in Applied Cognition) (Challenges and Controversies in Applied Cognition Series). Lawrence Erlbaum Associates.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

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g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to Cos
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA - Not Attended

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i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY SEMESTER - I

AP 101 COGNITIVE PSYCHOLOGY END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Briefly trace the history that led to the emergence of Cognitive Psychology and write in detail its scope and applications in the contemporary world.	Recall	Remember
OR			
1(B)	Describe the Information Processing Model and the Connectionist Model and their role in understanding human cognition.	Describe	Understand
2(A)	Explain briefly the template theory and the configural superiority effect and highlight the role of bottom-up and top-down processing in helping us adapt to the environment in daily lives.	Explain	Apply
OR			
2(B)	Briefly explain the selection models of attention and delineate which one of those holds true in our daily lives- why and how.	Explain	Apply
3(A)	Explain the Atkinson- Shiffrin Model in detail and compare and contrast it with the Working Memory Model.	Explain	Analyse
OR			
3(B)	Explain the Levels of Processing Model and the Mnemonic systems that aid and enhance our memory.	Explain	Apply
4(A)	Describe the obstacles of problem solving and delineate the ways to solve them with creativity.	Describe	Understand
OR			
4(B)	Explain the different ways of making decisions and the biases that can influence the process.	Explain	Analyse
5(A)	Explain the nature and structure of language and Chomsky's theory about language.	Explain	Remember
OR			
5(B)	Describe the Dual-route approach to reading in detail and explain how Contextual cues aid in understanding the meaning of unknown words.	Explain	Apply

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AP 102- APPLIED SOCIAL PSYCHOLOGY

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Extrapolate the history, perspectives, methods and current trends of social psychology	Understand
CO 2	Distinguish various theories of social interactions and criticize the existing differences in the society	Analyze
CO 3	Employ various strategies of social influence to resolve conflicts and social issues in contemporary context	Apply
CO 4	Demonstrate various measures to deal with social problems and articulate it's legal perspective	Skill
CO 5	Verify the determinants of social relationships and demonstrate appropriate social dynamics for the betterment of the society	Skill

b. Syllabus

Units	Content	Hrs.
I	Introduction to Social Psychology: Meaning; Definition, History, Perspectives & Current trends, Methods in Social Psychology; Social Cognition & Social Perception.	8
II	Attitude – Definition, Attitude formation, theories of attitude formation; Methods of attitude change; Stereotype; Prejudice and Discrimination.	12
III	Understanding Relationships: Interpersonal attraction - Determinants, Close Relationships; Group & group formation: Definition of group, Formation of group, Group Dynamics –Factors related to group dynamics, Social Loafing, Perceived fairness and coordination in groups, Decision making in group - Experience of Marginalization, Group rules and Polarization.	14
IV	Social Influence; Conflict - Familial, social, and intergenerational, Structure and dynamics. Strategies of conflict resolution; Negotiation and Bargaining; Pro-social Behavior - Ways to enhance pro social Behavior; Aggression- Nature, causes and Control.	12
V	Social Problems: – Violence, Gender Discrimination, Unemployment, Juvenile Delinquency, child abuse & neglect, Domestic violence; Criminality –causes and measures to reduce criminality. Measures of Indian government to overcome the social issues; Application of social psychology to social issues in India; dealing with social problems – Aging and Longevity Law; Mental health care Act.	14

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

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References:

1. Baron, R.A., Branscombe, N.R., Byrne, D. and Bhardwaj, G. (2010). Social Psychology (12th Edition). Delhi, Pearson. Myers, D.G. (2010). Social Psychology. New Delhi: Tata McGraw Hill.
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- 11.DeLamater, J., & Collett, J. (2018). Social Psychology. Routledge.
- 12.Frings, D. (2018). Social Psychology. Routledge..

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

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f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to Cos
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**
SEMESTER - I

AP 102 APPLIED SOCIAL PSYCHOLOGY
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Critically analyse the major theoretical perspectives in social psychology.	Critique	Analyse
OR			
1(B)	Do you think people can identify the cause of other's behaviour? If yes, term the process and explain some basic sources of error involved in the process.	Explain	Apply
2(A)	"Social Learning can influence Attitude formation". Justify the above statement with suitable explanation.	Examine	Analyse
OR			
2(B)	With suitable examples explain the various ways to resist the persuasion attempts.	Explain	Remember
3(A)	"While working in groups the motivation level of an individual may go down when compared to working individually" Mention the effect and Substantiate the above statement with appropriate explanations.	Explain	Analyse
OR			
3(B)	Critically evaluate the attachment styles given by Bowlby with suitable examples.	Critique	Analyse
4(A)	Elaborate on the strategies to resolve conflict with suitable examples.	Describe	Apply
OR			
4(B)	Critically analyse the various motives of prosocial behaviour.	Critique	Analyse
5(A)	"Individuals tend to face discrimination in the society based on gender" Justify the above statement from your view point with suitable explanation.	Explain	Apply
OR			
5(B)	Delineate the causes and measures to reduce criminality.	Describe	Remember

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 103- RESEARCH METHODOLOGY - I

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Describe, differentiate and critically evaluate different types of research	Evaluate
CO 2	Demonstrate the understanding of ethical principles in psychological research and apply the ethical standards in psychological research	Apply
CO 3	Formulate hypotheses and test the tenability of hypotheses	Skill
CO 4	Examine and select the appropriate sampling technique and method of data collection in relation to the context.	Skill
CO 5	Develop a research proposal and design and conduct psychological research	Skill

b. Syllabus

Units	Content	Hrs.
I	Characteristics and purposes of research in Applied Psychology; Types of research - Basic research, applied research, action research, experimental and non-experimental research, Laboratory experiments, Field experiments and field studies, Survey studies and Epidemiological studies; Quantitative and qualitative research; Ethics in Research; Plagiarism in research.	10
II	Variables: Concept, Definition and types; Research Problem – Identification of research problem, Formulation of the problem, Statement of the Problem; Hypothesis: Meaning, definition and types of hypothesis; formulation of hypotheses.	12
III	Sampling: Definition; Universe, Population and Sample, Sampling Frame, sample size and sample size calculation; types of sampling – probability and non-probability sampling methods- characteristics, assumptions and types of probability and non-probability sampling.	12
IV	Methods of Data Collection: : Basic assumptions, characteristics and types of : Observation, Interview, Case study, Survey and Experimentation	12
V	Research Designs: Meaning, purpose and principles; Experimental designs – Between Group design, Mixed Design, Correlational design, cross-sectional design, longitudinal design, Ex-post facto design, Field experiment	14

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

DEPARTMENT OF APPLIED PSYCHOLOGY

References:

1. Best, J.W. and Kahn, J.V. (2006). Research in education (9th Edition) New Delhi: Pearson Education.
2. Bryman, A.(2003). Quantity and Quality in Social Research.Routledge.
3. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
4. Dyer, C. (2012) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2 nd Ed.) Oxford: Blackwell Publishers
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11. Howitt, D. (2011). Introduction to research methods in psychology (3rd ed.). Prentice Hall.
12. Shaughnessy, J. J., Zechmeister, J. S., & Zechmeister, E. B. (2014). Research Methods in Psychology. McGraw-Hill Education.
13. Thomas, C. G. (2021). Research Methodology and Scientific Writing. Springer International Publishing. <https://doi.org/10.1007/978-3-030-64865-7>

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	2	3	3
C02	3	3	3	3	3
C03	3	3	2	3	3
C04	3	3	2	3	3
C05	3	3	2	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2

DEPARTMENT OF APPLIED PSYCHOLOGY

Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - I

AP 103 RESEARCH METHODOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Critically evaluate the present status of research in psychology and list out the major challenges of psychological research at present.	Critique	Analyse
OR			
1. (B)	If you are a researcher interested to investigate certain psychological characteristics of a marginalised group/community without literacy, then what are the ethical dilemmas you may face and what all ethical issues you may need to resolve? How will you resolve/overcome these ethical dilemmas/issues? Give a brief account of the important ethical principles in psychological research.	Finding	Analyse
2. (A)	Give a detailed account of various types of variables in psychological research with suitable examples.	Description	Understand
OR			
2. (B)	Identify a research problem or issue, state the problem clearly and find an appropriate title for it, develop research questions, objectives and hypotheses. Give a brief note of different types of hypothesis.	Construct	Create
3. (A)	If you are a researcher entrusted to study about extent of a particular mental health issue among specific community with one lakh population and the contact details of each and every one is available to you then which method of sampling you may choose? Justify your answer and give a detailed account of the chosen method and list out the merits and demerits of it.	Critiquing	Evaluate
OR			
3. (B)	If you are a researcher entrusted to study the extent of a particular mental health issue among the people. If you have no data about the number of people with the particular issue, then which method of sampling you may choose? Justify your answer and give a detailed account of the chosen method and list out the merits and demerits of it.	Critiquing	Evaluate
	A researcher identified that the occurrence of a specific psychological problem among the people in a particular country. She/He is really interested to know the distribution of the problem	Critiquing	Evaluate

DEPARTMENT OF APPLIED PSYCHOLOGY

4. (A)	among the people so that she/he may be able to develop some strategies to address the issue. Please try to help the researcher to identify the appropriate method of data collection in this context, justify the selection of the method and give a detailed account of the chosen method.		
	OR		
4. (B)	A researcher identified that the occurrence of a specific psychological problem occurs among the people in a particular place. She/He is really interested to know the detailed and in-depth understanding of this unusual situation so that she/he may be able to identify the factor(s) leading to this condition. Try to help the researcher to identify the appropriate method of data collection in this context, justify the selection of the method and give a detailed account of the chosen method.	Critiquing	Evaluate
5. (A)	As a researcher, if you want to investigate the brain functioning of those who have tested positive to COVID 19 and to identify whether COVID 19 caused any effect on specific brain functions, then which specific research design you may choose for your investigation? Justify your answer and give a detailed account of the chosen research design.	Critiquing	Evaluate
	OR		
5. (B)	If you have developed three psychotherapeutic interventions to treat anxiety disorders and want to identify the most efficacious intervention among the three, then which research design you may choose? Justify your answer and give a detailed account of the chosen research design.	Critiquing	Evaluate

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AP 104- STATISTICS FOR PSYCHOLOGY - I

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Define various fundamental concepts in statistics.	Remember
CO 2	Create various graphical Representation such as Frequency Polygon, Ogives, Pie diagram, Bar Diagram, Histogram.	Create
CO 3	Interpret various Measures of Central Tendency and Measures of Variability.	Understand
CO 4	Examine and test results from Spearman's rank correlation, Pearson's product moment correlation and other types of correlation.	Analyze
CO 5	Demonstrate analysis of data through a Computer Application such as SPSS/JASP/R.	Skill

b. Syllabus

Units	Content	Hrs.
I	Definition and Meaning of statistics; classification of Statistics – Descriptive vs. Inferential, Parametric vs. Non-parametric; Levels of Measurement – Nominal, Ordinal, Interval and Ratio.	9
II	Classification of Data: Frequency distribution, Graphical Representation - Frequency Polygon, Ogives, Pie diagram, Bar Diagram, Histogram.	9
III	Measures of Central Tendency: Mean, Median and Mode (for grouped and ungrouped data); Measures of Variability: Range, Interquartile Range, Quartile Deviation, Standard Deviation and Variance (for grouped and ungrouped data). Standard scores – STEN scores, T- Score and Z scores and their interpretation.	9
IV	Correlation – meaning; co-efficient of correlation, negative and positive correlation; Pearson product moment correlation; Spearman's rank order correlation; Biserial, Point biserial, Tetra choric, Phi Coefficients; Scatter diagram and Box plot; Basics of Linear Regression.	9
V	Computer Applications in the analysis of data and Introduction to SPSS.	9

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Field, A. (2013). Discovering statistics using IBM SPSS statistics. sage.
2. Navarro, D. (2015). Learning statistics with R.
3. Andy, F. (2009). Discovering statistics using SPSS.
4. Navarro, D. (2013). Learning statistics with R: A tutorial for psychology students and other beginners: Version 0.5. Adelaide, Australia: University of Adelaide.

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13. Hanson, R. K. (2021). *undefined*. American Psychological Association.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	1	3	3
C02	3	3	1	3	3
C03	3	3	1	3	3
C04	3	3	2	3	3
C05	3	3	1	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

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g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	N A	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	N A	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	N A	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	N A	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

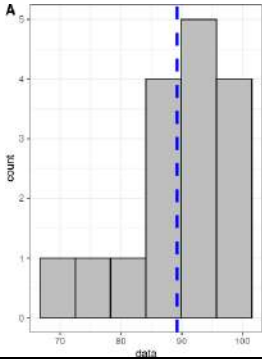
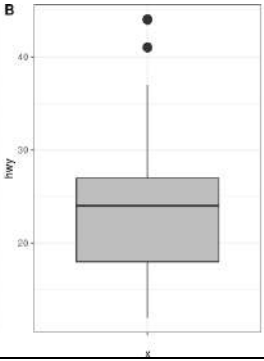
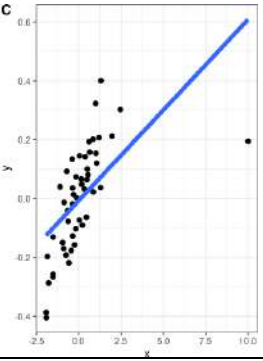
i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY SEMESTER - I

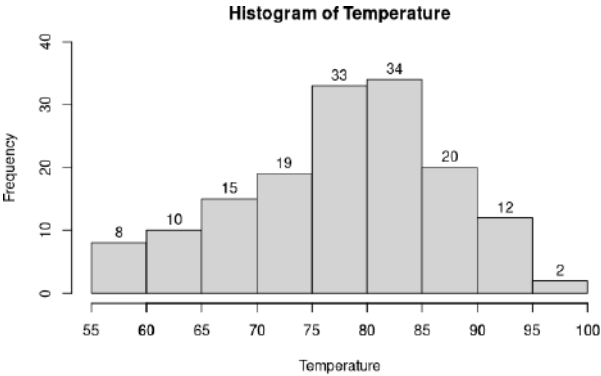
AP 104 STATISTICS FOR PSYCHOLOGY I END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	<p>Compare and contrast Descriptive statistics from inferential statistics. Provide examples of descriptive and inferential statistics. (06marks)</p> <p>Compare and contrast Nominal from Interval levels of measurement. Provide examples of Nominal and Interval level of measurement. (06marks)</p>	Assess	Remember
OR			
1. (B)	<p>List the assumptions that needs to be satisfied to perform a Parametric statistical test. (06marks)</p> <p>Compare and contrast Ordinal from Ratio levels of measurement. Provide examples of Ordinal and Ratio level of measurement. (06marks)</p>	Assess	Remember
2. (A)	<p>What is a Histogram plot? List the uses of a histogram plot. (06marks)</p> <p>Refer the figures A, B and C below to identify and report the issue with the underlying data in each of these figures: (06marks)</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>A</p>  </div> <div style="text-align: center;"> <p>B</p>  </div> <div style="text-align: center;"> <p>C</p>  </div> </div>	Assess	Create
OR			
2. (B)	<p>I) What is a Scatter plot? List the uses of a scatter plot.(06marks)</p> <p>II) Refer the Histogram of room temperature measured over 153 days and answer the following: (06marks)</p> <p style="margin-left: 40px;">a) Report the number of days with temperature ranging from 90-95 degrees</p>		

DEPARTMENT OF APPLIED PSYCHOLOGY

	<p>b) Report the number of days with lowest temperature range recorded.</p> <p>c) Report the number of days with highest temperature range recorded.</p> <p>d) Report the number of days with temperature ranging from 75-85 degree.</p> <p>e) Comment on whether the histogram of temperature is normal or not.</p> <div style="text-align: center;">  <p style="text-align: center;">Histogram of Temperature</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Temperature Range</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>55-60</td><td>8</td></tr> <tr><td>60-65</td><td>10</td></tr> <tr><td>65-70</td><td>15</td></tr> <tr><td>70-75</td><td>19</td></tr> <tr><td>75-80</td><td>33</td></tr> <tr><td>80-85</td><td>34</td></tr> <tr><td>85-90</td><td>20</td></tr> <tr><td>90-95</td><td>12</td></tr> <tr><td>95-100</td><td>2</td></tr> </tbody> </table> </div>	Temperature Range	Frequency	55-60	8	60-65	10	65-70	15	70-75	19	75-80	33	80-85	34	85-90	20	90-95	12	95-100	2	Assess	Create
Temperature Range	Frequency																						
55-60	8																						
60-65	10																						
65-70	15																						
70-75	19																						
75-80	33																						
80-85	34																						
85-90	20																						
90-95	12																						
95-100	2																						
<p>3. (A)</p>	<p>i) Describe three measures of central tendency of the data. (06marks)</p> <p>ii) Compute the sum of squared errors, variance and standard deviation from the data table provided below: (06marks) Age = 25, 35, 45, 55, 65, 75, 85</p>	Assess	Understand																				
	OR																						
<p>3. (B)</p>	<p>i) Describe three measures of dispersion in data. (06marks)</p> <p>ii) Compute the mean, median, mode, range, first, second and third quartile for the data provided below: (06marks) age = 24, 24, 27, 34, 25, 26, 28, 29, 30</p>	Assess	Understand																				
<p>4. (A)</p>	<p>i) Explain with examples the reasons why correlational relation between two variables does not indicate causality between them. (06marks)</p> <p>ii) Explain the type of correlation that allows you to look at the relationship between two variables when the effects of a third variable are held constant. (06marks)</p>	Assess	Analyze																				
	OR																						
	<p>i) Explain the effects of following factors over Correlation coefficients: Range effects, Outliers, Heterogeneous sub-samples and Nonlinear relationships. (06marks)</p>	Assess	Analyze																				

DEPARTMENT OF APPLIED PSYCHOLOGY

4. (B)	<p>ii) Explain the statistical techniques used to explore the relationship between two continuous variables. (06marks)</p>																																																																																																																																																																										
5. (A)	<p>I) The following correlation matrix explores the correlations between the five personality traits in a sample of 500 participants. Refer the matrix and answer the following:(06marks)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <caption>Pearson's Correlations</caption> <thead> <tr> <th>Variable</th> <th></th> <th>Neuroticism</th> <th>Extraversion</th> <th>Openness</th> <th>Agreeableness</th> <th>Conscientiousness</th> </tr> </thead> <tbody> <tr> <td rowspan="4">1. Neuroticism</td> <td>Pearson's r</td> <td>—</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>p-value</td> <td>—</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Upper 95% CI</td> <td>—</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower 95% CI</td> <td>—</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">2. Extraversion</td> <td>Pearson's r</td> <td>-0.350***</td> <td>—</td> <td></td> <td></td> <td></td> </tr> <tr> <td>p-value</td> <td>< .001</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Upper 95% CI</td> <td>-0.271</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower 95% CI</td> <td>-0.426</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">3. Openness</td> <td>Pearson's r</td> <td>-0.010</td> <td>0.267***</td> <td>—</td> <td></td> <td></td> </tr> <tr> <td>p-value</td> <td>0.817</td> <td>< .001</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Upper 95% CI</td> <td>0.077</td> <td>0.347</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lower 95% CI</td> <td>-0.098</td> <td>0.184</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">4. Agreeableness</td> <td>Pearson's r</td> <td>-0.134**</td> <td>0.055</td> <td>0.159***</td> <td>—</td> <td></td> </tr> <tr> <td>p-value</td> <td>0.003</td> <td>0.223</td> <td>< .001</td> <td></td> <td></td> </tr> <tr> <td>Upper 95% CI</td> <td>-0.047</td> <td>0.142</td> <td>0.243</td> <td></td> <td></td> </tr> <tr> <td>Lower 95% CI</td> <td>-0.219</td> <td>-0.033</td> <td>0.073</td> <td></td> <td></td> </tr> <tr> <td rowspan="4">5. Conscientiousness</td> <td>Pearson's r</td> <td>-0.368***</td> <td>0.065</td> <td>-0.013</td> <td>0.158***</td> <td>—</td> </tr> <tr> <td>p-value</td> <td>< .001</td> <td>0.149</td> <td>0.764</td> <td>< .001</td> <td></td> </tr> <tr> <td>Upper 95% CI</td> <td>-0.290</td> <td>0.151</td> <td>0.074</td> <td>0.243</td> <td></td> </tr> <tr> <td>Lower 95% CI</td> <td>-0.441</td> <td>-0.023</td> <td>-0.101</td> <td>0.072</td> <td></td> </tr> </tbody> </table> <p><small>* p < .05, ** p < .01, *** p < .001</small></p> <p>Report in APA format the correlation between Extraversion and Neuroticism.</p> <p>Report and interpret the correlation between Conscientiousness and Neuroticism.</p> <p>Report and interpret the correlation between Extraversion and Agreeableness.</p> <p>II) The Pearson's correlation between exam performance (Exam) and exam anxiety (Anxiety) is provided in Table A below. Similarly, the Pearson partial correlation between exam performance (Exam) and exam anxiety (Anxiety) after controlling for the third variable, number of hours spent revising (Revise) is provided in Table B below. From these tables answer the following (06marks)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <caption>A</caption> <table border="1" style="width: 100%; border-collapse: collapse;"> <caption>Pearson's Correlations</caption> <thead> <tr> <th>Variable</th> <th></th> <th>Exam</th> <th>Anxiety</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1. Exam</td> <td>Pearson's r</td> <td>—</td> <td></td> </tr> <tr> <td>p-value</td> <td>—</td> <td></td> </tr> <tr> <td rowspan="2">2. Anxiety</td> <td>Pearson's r</td> <td>-0.441</td> <td>—</td> </tr> <tr> <td>p-value</td> <td>< .001</td> <td>—</td> </tr> </tbody> </table> </div> <div style="width: 45%;"> <caption>B</caption> <table border="1" style="width: 100%; border-collapse: collapse;"> <caption>Pearson's Partial Correlations</caption> <thead> <tr> <th>Variable</th> <th></th> <th>Exam</th> <th>Anxiety</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1. Exam</td> <td>Pearson's r</td> <td>—</td> <td></td> </tr> <tr> <td>p-value</td> <td>—</td> <td></td> </tr> <tr> <td rowspan="2">2. Anxiety</td> <td>Pearson's r</td> <td>-0.247</td> <td>—</td> </tr> <tr> <td>p-value</td> <td>0.012</td> <td>—</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">Conditioned on variables: Revise</p> </div> </div> </table> <p>Report and interpret the Pearson's correlation between Exam and Anxiety.</p> <p>Report and interpret the Pearson's Partial correlation between Exam and Anxiety.</p> <p>The Pearson's correlation between Exam and Anxiety is 0.19. Whereas, the Pearson's Partial correlation between Exam and Anxiety is 0.06.</p>	Variable		Neuroticism	Extraversion	Openness	Agreeableness	Conscientiousness	1. Neuroticism	Pearson's r	—					p-value	—					Upper 95% CI	—					Lower 95% CI	—					2. Extraversion	Pearson's r	-0.350***	—				p-value	< .001					Upper 95% CI	-0.271					Lower 95% CI	-0.426					3. Openness	Pearson's r	-0.010	0.267***	—			p-value	0.817	< .001				Upper 95% CI	0.077	0.347				Lower 95% CI	-0.098	0.184				4. Agreeableness	Pearson's r	-0.134**	0.055	0.159***	—		p-value	0.003	0.223	< .001			Upper 95% CI	-0.047	0.142	0.243			Lower 95% CI	-0.219	-0.033	0.073			5. Conscientiousness	Pearson's r	-0.368***	0.065	-0.013	0.158***	—	p-value	< .001	0.149	0.764	< .001		Upper 95% CI	-0.290	0.151	0.074	0.243		Lower 95% CI	-0.441	-0.023	-0.101	0.072		Variable		Exam	Anxiety	1. Exam	Pearson's r	—		p-value	—		2. Anxiety	Pearson's r	-0.441	—	p-value	< .001	—	Variable		Exam	Anxiety	1. Exam	Pearson's r	—		p-value	—		2. Anxiety	Pearson's r	-0.247	—	p-value	0.012	—	Assess	Skill
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	Interpret this change in the coefficient of determination between Exam and Anxiety aftercontrolling for the third variable: number of hours spent revising.		
	OR		
5. (B)	<p>The following table demonstrates the use of linear regression to predict album sales. The researchers wished to study the factors that may influence album sales. (12marks)</p> <p>Variables:</p> <ol style="list-style-type: none"> 1. adverts - Amount (in thousands of pounds) spent promoting the album before release. 2. sales - Sales (in thousands of copies) of each album in the week 3. airplay - How many times songs from the album were played on a prominent national radio station in the week before release. <p>Refer the following table of regression analysis and answer the following:</p> <ul style="list-style-type: none">) Identify the predictor and outcome variables in the regression model.) From Table A, report how much variance is explained by the regression model.) From Table B, Report whether the model significantly predicts the outcome.) From Table C, Interpret the results of individual regression coefficient - adverts From Table C, Interpret the results of individual regression coefficients - airplay From Table C, report which variable are important predictors of album sales. 	Assess	Skill

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A

Model Summary - sales

Model	R	R ²	Adjusted R ²	RMSE
H ₀	0.000	0.000	0.000	80.699
H ₁	0.815	0.665	0.660	47.087

B

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	861377.418	3	287125.806	129.498	< .001
	Residual	434574.582	196	2217.217		
	Total	1.296e +6	199			

Note. The intercept model is omitted, as no meaningful information can be shown.

C

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H ₀	(Intercept)	193.200	5.706		33.857	< .001
H ₁	(Intercept)	-26.613	17.350		-1.534	0.127
	adverts	0.085	0.007	0.511	12.261	< .001
	airplay	3.367	0.278	0.512	12.123	< .001
	attract	11.086	2.438	0.192	4.548	< .001

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 105- PRACTICUM & FIELDWORK - I

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	conduct assessments for various cognitive abilities and social processes	Skill
CO 2	interpret the findings of the assessment	Understand
CO 3	develop an assessment report based on the results obtained	Create
CO 4	Illustrate the need and strength, rationale, and limitations of experimental method	Apply
CO 5	Conduct assessments for various cognitive abilities and social processes	Skill

b. Syllabus

Sl.NO	Apparatus and Tools	Concept.
1	Division of attention (To assess the attention)	Attention
2	Illusion (Muller layer)	Illusion
3	Horizontal Vertical Illusion	Illusion
4	Depth perception	Perception
5	Tachistoscope	Span of Attention
6	Memory Drum	Memory
7	Transfer of training	Learning
8	Altruism	Altruism
9	Problem Solving	Problem solving
10	Adaptive Behaviour Assessment System	Adaptive behaviour
11	Attachment	Attachment style
12	Social Phobia and Anxiety Inventory	Social phobia and anxiety
13	Binet Kamat test of intelligence/WAIS/WISC	Intelligence
14	PGI Memory Scale/WMS	Memory dysfunction
15	Non-verbal test of Creativity	Non-verbal creative thinking
16	Bhatia's battery of performance test of intelligence/ WAPIS	Intelligence
17	Raven's Progressive Matrices /SPM/APM/CPM.	Intelligence
18	Group test of Intelligence	Intelligence
19	Integrated Visual and Auditory Continuous Performance Test (IVACPT)	Attention
20	Card Sorting Tray with Cards for habit interference	Habit interference

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Tasks and Assignments:

- ✓ Conduct psychological assessment on a participant and write a report with introduction, method, result, discussion, conclusion, references, and appendices.

References:

1. Aiken, L.R., & Groth- Marnat, G. (2006). *Psychological Testing and Assessment*. (12th ed). Boston, MA: Pearson.
2. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. ND: Pearson Education.
3. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
4. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
5. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
6. Saklofske, D. H., Coulacoglou, C. (2017). *Psychometrics and Psychological Assessment: Principles and Applications*. United Kingdom: Elsevier Science.
7. Cooper, C. (2018). *Psychological Testing: Theory and Practice*. United Kingdom: Taylor & Francis.
8. *Handbook of Psychological Assessment*. (2019). Netherlands: Elsevier Science.
9. MANGAL, S. K. (2020). *General Psychology*. India: Sterling Publishers Pvt. Limited.
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c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	Total
Internal	15	15	20	10	60
External	10	06	14	10	40
Total	25	21	34	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04
Assignments	15	15	-	-
VIVA-VOCE	-	-	-	10
Record	-	-	20	-
Total	8	8	8	8

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f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04
Administration of test and writing complete report	5	3	9	-
Administration of test and writing report with result and discussion	5	3	5	-
Viva	-	-	-	10
Total	10	06	14	10

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**
SEMESTER - I

AP 105- PRACTICUM & FIELDWORK - I

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Sl. No.	Model Questions	Specification	Level								
1 (a)	<p>AB, a 27-year-old female, constantly worries that her partner will abandon her. She craves for closeness and intimacy and is sometimes overly dependent in relationships. She requires frequent reassurance that people care about her. A counsellor decided to use RAAS to identify her attachment style. Following were the scores obtained by her in RAAS.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Subscale</th> <th style="text-align: left;">Raw score</th> </tr> </thead> <tbody> <tr> <td>Closeness</td> <td>14</td> </tr> <tr> <td>Dependence</td> <td>19</td> </tr> <tr> <td>Anxiety</td> <td>19</td> </tr> </tbody> </table> <p>Write the Introduction, Method, Results, Discussion and Conclusion, based on this data. (17 marks)</p>	Subscale	Raw score	Closeness	14	Dependence	19	Anxiety	19	Assess	Skill Understand
Subscale	Raw score										
Closeness	14										
Dependence	19										
Anxiety	19										
1 (b)	<p>Interpret the result, discuss and draw conclusion, based on the details given above. (13 marks)</p>	Assess	Skill Understand								
2 (a)	<p>Assess the visuospatial working memory of your participant using appropriate test. Write the Introduction, Method, Results, Discussion and Conclusion, based on the obtained data. (17 marks)</p>	Assess	Skill Understand Apply								
2 (b)	<p>Interpret the result, discuss, and draw conclusion. (13 marks)</p>	Assess	Skill Understand								

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 501 E- I- FOUNDATIONS OF HUMAN BEHAVIOUR-I

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Summarize the history of psychology	Understand
CO 2	Define the structure and function of nervous system	Remember
CO 3	Examine principles of perception and sensation	Analyze
CO 4	Employ the nature and theories of memory and forgetting	Apply
CO 5	Appraise the basic elements of thought	Evaluate

b. Syllabus

Units	Content	Hrs.
I	Psychology: Meaning, Goals and Scope; History of Psychology - Structuralism, Functionalism, Gestalt psychology, Psychoanalytic Psychology, Behaviorism; Modern perspectives of psychology -, Humanistic, Biopsychology, Cognitive, Socio-cultural, Evolutionary.	4
II	Nervous System: Structure and Organization; function of the brain; Autonomic Nervous System. Endocrine system; Introduction to behavior genetics; Somatic Nervous system.	8
III	Sensation: Structure and function of visual and auditory senses; Perception: Meaning; The Gestalt principles of perception - Figure-ground, Proximity, Similarity, Closure, Continuity and Contiguity; The perceptual constancies - Size constancy, Shape constancy, Brightness constancy; Depth perception: Monocular cues and binocular cues; Perceptual illusions – Factors influencing perception; Attention: selective, sustained and divided attention.	6
IV	Memory: Stages of Memory, Human Memory – the Modal Model of Memory, Sensory Memory, Short - Term Memory, Long- Term Memory; Memory in Natural Context; Biological Bases of Memory; Modifying our Memory Capabilities; Mnemonics. Forgetting: Theories of Forgetting- Retrieval Failure, Decay Theory, Interference Theory, Motivated Forgetting, Reconstruction Theory; Memory Disorders	6
V	Basic Elements of Thought: Concepts, Propositions, Images; Concepts: Types of Concepts, Concept Formation; Reasoning: Types; Decision Making, Problem Solving; Creative Thinking: Nature and Characteristics; Artificial Intelligence.	6
	<p>Tasks and Assignments:</p> <ul style="list-style-type: none"> ✓ Watch any movie that depicts a mental health issue or illness, and review it. The review could include (1) a summary of the movie (2) how you think the movie accurately portrays mental health issues (the strengths) (3) how the movie supports or opposes the myths and misconceptions around mental health and mental health issues (limitations and your critical analysis). ✓ Conduct a seminar on anything that you find interesting from the field of psychology (eg. Specific psychological disorders, 	

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	Social psychological concepts, Therapies, Developmental psychology, Cognitive psychology or any psychological phenomenon ✓ Apply the principles of reasoning and problem solving in your day-to-day life and write a report.	

References:

1. Baron (2005). *Psychology: An Introduction*. (5th ed.). New Delhi: Pearson. Burger, J.M. (2011) *Personality*. (8th ed.). Wadsworth.
2. Coon, D. (1997). *Introduction to Psychology: Exploration and Application*. (8th ed.). New York: West Publishing Co.
3. Feldman, R. (2011). *Understanding Psychology*. (10th ed.). New Delhi: Tata McGraw Hill. Goldstein, E, B. (2016). *Sensation and Perception*. (10th ed.). Boston, USA: Cengage Morgan, King & Robinson (2015) *Introduction to Psychology*. (7th ed.). Delhi: Tata McGraw
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6. Weiten, W. (2016). *Psychology: Themes and Variations*. (10th ed.). Boston, USA: Cengage
7. Cohen, L. J. (2016). *The handy psychology answer book*.
8. Myers, D. G., & DeWall, C. N. (2016). *Psychology in Everyday Life*. Worth Publishers.
9. Mangal, S. K. (2020). *General Psychology*. India: Sterling Publishers Pvt. Limited.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	2	3
C03	3	3	3	3	2
C04	3	3	3	2	2
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

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f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY SEMESTER - I

AP 501 E-I- FOUNDATIONS OF HUMAN BEHAVIOUR-I END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Elucidate upon the modern perspectives of psychology.	Explain	Understand
OR			
1(B)	Discuss the various themes related to psychology as a field of study.	Discuss	Understand
2(A)	i) Distinguish between neural messages and hormonal messages. (2 marks) ii) One of the glands of the human body is known as the 'master gland', identify the gland and explain the reason behind the name. List out the major hormones secreted by this gland. (4 marks)	Distinguish Recall	Analyze Remember
OR			
2(B)	Give a brief description of 'behaviour genetics'. Explain the major methods used to assess the hereditary influence on traits.	Describe	Understand
3(A)	Give a detailed account of the structure and function of the eye.	Explain	Understand
OR			
3(B)	'When two objects are in the same line of vision and the closer object, which is fully in view, partly conceals the farther object.' Identify this monocular cue used to assess distance. Describe the other major cues used to perceive depth or distance.	Recall Describe	Remember Understand
4(A)	Discuss the major theories of 'forgetting' with suitable examples.	Discuss	Apply
OR			
4(B)	'Memory is not like a tape recorder: it doesn't faithfully playback our experiences. Instead, it changes or reconstructs them imaginatively.' Discuss.	Discuss	Analyze
5(A)	Write short notes on: • Concepts • Reasoning • Artificial intelligence	Explain	Understand
OR			
5(B)	Write short notes on: • Steps in problem-solving • Heuristics • Decision making	Explain	Understand

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 501 E- II- PHYSIOLOGICAL PSYCHOLOGY

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Define in your own words neural conduction and synaptic transmission	Understand
CO 2	State the structure and functions of nervous system	Remember
CO 3	Illustrate the interaction between neural system and endocrine system	Apply
CO 4	Examine basic sensory systems of human body	Analyze
CO 5	Find out the neural and hormonal relations to fear, aggression and sexual behaviour	Evaluate

b. Syllabus

Units	Content	Hrs.
I	Structure, function and types of neurons and supportive cells of brain; Neural conduction and synaptic transmission; Blood-Brain barrier; Altered states of consciousness: Sleep, Circadian Rhythms, Meditation, Hypnosis; Psychopharmacology: Mechanisms of psychopharmacology, Sites of drug action	6
II	Structure and functions of nervous system: Central and peripheral nervous system, Meninges, Ventricles, and Cerebrospinal Fluid; Psychoneuroimmunology.	6
III	Major endocrine glands: Thyroid, Parathyroid, Adrenal, pancreas, Pituitary, Gonads, Hormones of the hypothalamus; general principles of hormonal activity; interaction between neural system and hormones to produce integrated responses; Internal regulation: Temperature regulation, Thirst, Hunger. Psychoneuroendocrinology.	6
IV	Visual System; Auditory System; Body Senses: Vestibular System, Somatosensory System- Touch, pain, pressure, temperature; Chemical senses- Gustatory System, Olfactory System;	6
V	Emotions as response patterns: fear and aggression; Hormonal control of aggressive behavior; Neural basis of the communication of emotion: Fear conditioning: amygdale, contextual fear conditioning and the hippocampus; Sexual Orientation, Hormonal control of sexual behavior, Neural mechanisms in sexual behavior.	6
	Tasks and Assignments: <ul style="list-style-type: none"> ✓ Write about the different perspectives or thoughts on the concept of mind-body/brain relationship (eg., dualism, monism). Write about the ways in which the mind influences body and the body influences mind. Or, are they both same? ✓ Conclude the assignment by writing about your view about the same (According to you, is mind and body same or separate?). ✓ Conduct a seminar on the interrelationships between biological and mental process. ✓ Critically analyse various theories of emotion. 	

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References:

1. Carlson, N. R. (2008). Foundations of Physiological Psychology. Pearson / Allyn & Bacon: UK
2. Wagner, H., Silver, K. (2004). Instant Notes – Physiological Psychological. Garland Science/ BIOS Scientific Publishers: UK
3. Wickens, A. (2009). Foundations of Biopsychology. (3rd ed.). Pearson Education Limited: Madrid, Spain.
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5. Kalat. J.W. (2017). Biological Psychology. (13th ed.). Cengage, Boston, USA.
6. Freberg, L.A. (2016). Discovering Behavioral Neuroscience: An Introduction to Biological Psychology. (4th ed.). Cengage, Boston, USA.
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9. Khosla, M. (2017). Physiological psychology: An introduction. Sage Publications Pvt.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	2	2	3
C02	3	3	3	2	3
C03	3	3	3	2	3
C04	3	3	3	2	3
C05	3	3	3	2	2

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

DEPARTMENT OF APPLIED PSYCHOLOGY

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - I

AP 501 E-II- PHYSIOLOGICAL PSYCHOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Sl. No.	Model Questions	Specification	Level
Essay (Internal Choice) - 5 x 12 = 60 marks			
1	Describe the stages of sleep. What is the importance of REMsleep?	Describe	Understand
OR			
	Briefly explain the processes that generate, shape, and reshape the nervous system, from the earliest stages of embryonic development to adulthood.	Explain	Understand
2	Write short notes on the following: i) Meninges ii) Ventricles iii) Cerebrospinal fluid	Explain	Understand
OR			
	Write short notes on the following: i) Spinal cord ii) Hindbrain iii) Frontal lobe	Explain	Understand
3	Explain the mechanism of hormone action.	Summarize	Understand
OR			
	Explain the mechanism of water regulation in our body.	Summarize	Understand
4	What is pyramidal and extrapyramidal system? How are they involved in movement?	Find out	Evaluate
OR			
	Write short notes on: i) Structure of cochlea ii) Physiology of hearing	Explain	Understand
5	Examine the hormonal influences on sexual behaviour.	Examine	Analyze
OR			
	Examine the hormonal influences on aggressive behaviour.	Examine	Analyze

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 501E- III- THEORIES OF LEARNING

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Summarize various traditional theories of Learning in psychology.	Understand
CO 2	Compare and contrast various types of conditioning based learning theories	Analyze
CO 3	Formulate and propose various applications based on conditioning theories	Create
CO 4	Predict and appraise the outcome of learning in various contexts such as Social Learning, Problem Solving and Transfer.	Evaluate
CO 5	Hypothesize about application of modern theories of learning such as Meaningful Learning, Situated Cognition, Interactional Theories of Learning and Stimulus Control; Cognitive Control of Behavior.	Create

b. Syllabus

Units	Content	Hrs.
I	Introduction to learning; Traditional Learning Theories; Modification of Instinctive Behaviours.	6
II	Classical conditioning: Principles and Applications of Pavlovian conditioning, Appetitive Conditioning.	6
III	Operant conditioning: Principles and Applications of Aversive Conditioning; Biological Influence on Learning.	6
IV	Social Learning Theory; modelling & self-efficacy; Behaviorism Taxonomies, Mastery Learning; Cognitive Information Processing: Problem Solving, Transfer of learning.	6
V	Meaningful Learning; Situated Cognition; Development and Learning; Interactional Theories of Learning; Stimulus Control; Cognitive Control	11

References:

1. Domjan Michael (2014) The Principles of Learning and Behavior (7th Edt) Wadsworth, Cengage Learning.
2. Feldman R.S. (2008). Understanding Psychology. New Delhi: McGraw Hill
3. Hilgard, E. R., & Bower, G. H. (1966). Theories of learning. New York: Appleton-Century-Crofts.
4. Lefrancois R Guy (2012) Theories of Human Learning: What the professor said (6th Edt). International Edition, Wadsworth, Cengage Learning.
5. Morgan, King, Weiss and Schopler. (2008). Introduction to Psychology. New Delhi: McGraw Hill
6. Olson H. Mathew and Hergenhahn B R (2010) An introduction to the theories of learning (8th Edt). PHI Learning Private Limited, New Delhi.
7. Klein, S. B., & Mowrer, R. R. (Eds.). (2019). Contemporary Learning Theories. Routledge. <https://doi.org/10.4324/9781315788982>

DEPARTMENT OF APPLIED PSYCHOLOGY

9. Olson, M. H., & Ramirez, J. J. (2020). Introduction to Theories of Learning. Taylor & Francis Group.
10. Walters, P. (2018). Learning Theories: A New and Complete Approach to Learning Theories. Independently published.
11. MANGAL, S., & MANGAL, S. (2019). Psychology of learning and development. PHI Learning Pvt

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	2	3	3
C02	3	3	2	3	2
C03	2	3	3	3	3
C04	2	3	2	3	3
C05	3	3	2	3	2

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

DEPARTMENT OF APPLIED PSYCHOLOGY

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - I

AP 501 E-III- THEORIES OF LEARNING

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Sl. No.	Model Questions	Specification	Level
	Answer the following. Each question carries 12 marks 5 x 12 = 60		
1.	a) Summarize various traditional theories of learning (or) b) Summarize issues with various traditional theories of learning	Assess	Understand
2	Compare and contrast classical conditioning and operant conditioning (or) Compare and contrast classical conditioning and reinforcement conditioning	Assess	Analyze
3	a) Explain some applications of Pavlovian conditioning (or) b) Explain some applications of Aversive conditioning	Assess	Create
4	Explain various problem solving strategies for ill-defined problems (or) Explain various learning transfer strategies that can be used in education	Assess	Evaluate
5	Discuss application of modern theory of learning: Situated Cognition, (or) b) Discuss application of Cognitive Control of Behavior	Assess	Create

DEPARTMENT OF APPLIED PSYCHOLOGY

SEMESTER – II							
Course Type	Course Code	Course Name	L	T	P	Credits	Hours
Core/ Elective							
Core	AP 201	Theories of Personality	3	1	0	4	4
Core	AP 202	Developmental Psychology	3	1	0	4	4
Core	AP 203	Research Methodology-II	2	0	1	3	4
Core	AP 204	Statistics for Psychology-II	2	0	2	4	6
Core	AP 205	Practicum & Field Work-II	0	2	2	4	6
GE	AP 502 E I	Foundations of Human Behaviour-II	2	1	0	3	3
GE	AP 502 E II	Health Psychology	2	1	0	3	3
GE	AP 502 E III	Positive Psychology	2	1	0	3	3

4. Semester wise- Courses & Syllabus in OBE Format

AP 201- THEORIES OF PERSONALITY

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Summarize, compare and contrast and critically evaluate theories of personality	Evaluate.
CO 2	Explore and examine personality on the basis of biological and environmental determinants	Analyze
CO 3	Explain individual differences on the basis of theories of personality.	Analyse
CO 4	Employ the application of theories of personality in the development of intervention strategies.	Create
CO 5	Develop personality development programmes.	Skill

b. Syllabus

Units	Content	Hrs.
I	Personality: Definition; Structure; Process; Growth and Development of Personality; Genetic Determinants and Environmental Determinants; Perspectives of personality; Components of personality theory; Criteria for evaluating personality theories; Important issues in personality theories; Methods of research to study personality	10
II	Classical Psycho Analytic Theory of Sigmund Freud; Analytic Psychology by Jung; Individual Psychology by Adler; Ego Psychology by Erickson; Neo-Freudians-Horney and Fromm.	16
III	Allport Theory of Personality; Eysenck's Theory of Personality; Cattell's Theory of Personality- The Big five factor theory.	10
IV	Carl Roger's Self Theory of Personality- The Self and the Tendency Toward Actualization- The Experimental World- Development of the	14

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	Self- Conditions of Worth- Incongruence- Characteristics of Fully Functioning Persons- Assessment of Personality; Maslow's Self-actualization theory; Kelly's Personal construct theory; Existential Theories-Rollo May and Frankl.	
V	Self and Personality in Indian context; Yoga Psychology; Triguna theory, Abhidhamma, Sri Aurobindo's Integral yoga	10

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Engler, B. (2014). Personality Theories. Cengage, Boston, USA.
2. Fadiman, J. and Frager, R. (2013). Personality and Personal Growth. New York: Pearson.
3. Hall, C. S., Lindzey, G., & Campbell, J. B. (2008). Theories of personality. New York: Wiley. Hall, C. S., Lindzey, G., & Campbell, J. B. (2016). Theories of personality. (11th ed.). Kindle
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5. Pervin, L.A. and Oliver, P.J. (2015). Personality: Theory and Research. New York: John Wiley and Sons.
6. Rhodewalt, F. (2013w. Personality and Social Behavior. (1st ed.). Routledge. Ryckman, R.M. (2014). Theories of Personality. (10th ed.). Belmont: CL.
7. Schultz, D.P. & Schultz, S. E. (2007), Theories of Personality (8th Ed). New Delhi: Thomson Wadsworth.
8. Larsen, R. J., & Buss, D. M. (2020). ISE personality psychology: Domains of knowledge about human nature.
9. Larsen, R. J., & Buss, D. M. (2021). Personality psychology: Domains of knowledge about human nature.
10. Buss, D. M., & Larsen, R. (2017). Personality Psychology: Domains of Knowledge about Human Nature. McGraw-Hill Education.

2c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	2	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	2	3	3	3
C05	3	1	3	3	2

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d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - II

AP 201 - THEORIES OF PERSONALITY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks		5x 12 = 60 marks	Specification	Level
1. (A)	Discuss the important criteria to evaluate a theory of personality.		Explain	Understand
	OR			
1. (B)	Give a detailed account of the various environmental factors influencing the development of personality.		Explain	Understand
2. (A)	Compare and contrast Psychosexual development theory and Psychosocial development theory.		Differentiation	Analyse
	OR			
2. (B)	Critically evaluate the theory of personality put forwarded by Adler.		Critical evaluation	Evaluate
3. (A)	Elucidate the important characteristics of Allport's theory of personality.		Explain	Understand
	OR			
3. (B)	Compare and contrast the trait theories of Cattell and Eysenck.		Differentiation	Analyse
4. (A)	Critically evaluate the personality theory of Rogers		Critical evaluation	Evaluate
	OR			
4. (B)	Give a detailed account of Existential psychology.		Explain	Understand
5 (A)	Discuss Sri Aurobindo's explanation of consciousness and Integral Yoga.		Explain	Understand
	OR			
5 (B)	Explain in detail about development and types of personality from an Indian perspective with supporting theories.		Explain	Understand

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 202- DEVELOPMENTAL PSYCHOLOGY

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Classify the different stages, dynamics and processes of human development	Understand
CO 2	Distinguish various theoretical perspectives pertaining to different domains of human development	Analyze
CO 3	Examine the various challenges faced during the different stages of human development	Analyze
CO 4	Employ various theoretical perspectives for intervening the challenges faced during the different stages of development	Apply
CO 5	Articulate the transitional process of developmental stages in the context of modern globalized society	Skill

b. Syllabus

Units	Content	Hrs.
I	Lifespan development: Meaning; Theoretical perspectives. Genes and Chromosomes; Fertilization; Stages of prenatal development; Prenatal environment; Birth process; Approaches to child birth; Birth complications- Preterm and Post mature infants; New-born- Physical competence – sensory capabilities – social competence.	12
II	Physical development across life span: Infancy, Early childhood, Middle Childhood, Adolescence, Early Adulthood, Middle Adulthood & old age.	12
III	Cognitive development across life span: Infancy, Early childhood, Middle Childhood, Adolescence, Early Adulthood, Middle Adulthood & old age. Language development across life span: Infancy, Early childhood, Middle Childhood, Adolescence, Early Adulthood, Middle Adulthood & old age.	12
IV	Psycho-social development across life span: Early childhood: Gender identity- Friendship; Moral development; Piaget's view-Social learning approach. Middle childhood: Self- esteem; Moral development; Relationship- Stages of friendship- Gender and Friendship. Adolescence: Self-concept- Self-esteem- Identity formation- Marcia's approach to identity development. Relationship- Family ties- Relationship with peers; Popularity and rejection; Conformity. Early Adulthood: Social development- Relationship- Marriage. Middle Adulthood: Divorce; Empty nest; Boomerang children; Family violence. Work and leisure.	14
V	Late Adulthood: Health and wellness; Memory; Living arrangements; Institutionalism; Work and retirement; Social network; Family	10

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	relationship. Death & Dying: definition; Death across lifespan; Death education; Process of death; Choosing the nature of death; Caring for terminally ill; Bereavement and grief.	

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Santrock, J.W. (2012). A topical approach to life-span development. New Delhi: Tata McGraw-Hill. Berk, E.L. (2017). Development through lifespan (7th ed.). New Delhi: Pearson Education, Inc.
2. Feldman, R. S. (2013). Discovering the life span. Pearson Education India.
3. Hurlock, Elizabeth B. (2017) 6th edition. Child development. McGraw Hill Education.
4. Papalia, D. E., Feldman, R. D., & Olds, S. W. (2009). Human development. McGraw-Hill.
5. Shaffer, D.R., & Kipp, K. (2013). Developmental psychology: Childhood and Adolescence Indian reprint: (9th ed.). Thomson Wadsworth.
6. Harris, M. (2008). Exploring Developmental Psychology: Understanding theory and methods. New Delhi: Sage Publications.
7. Kakar, S. (2012). The inner world: A psychoanalytic study of childhood and society in India (4th Ed). New Delhi. Oxford University Press New Delhi. Oxford University Press
8. Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
9. Mitchell, P., & Ziegler, F. (2013). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
10. Sharma, N. & Chaudhary, N. (2009). Human development: Contexts and processes In G. Misra (1st Ed) Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson.
11. Mangal, S. K. (2019). Child psychology and development.
12. Bremner, J., & Slater, A. (2014). Psychology of Infancy. SAGE Publications Ltd. <https://doi.org/10.4135/9781473915275>
13. Jones, N. A., Platt, M., Mize, K. D., & Hardin, J. (2019). Conducting Research in Developmental Psychology (N. Jones, M. Platt, K. D. Mize, & J. Hardin, Eds.). Routledge. <https://doi.org/10.4324/9780429352065>
14. Lerner, R. M. (Ed.). (2019). Developmental Psychology. Routledge. <https://doi.org/10.4324/9780367816247>
15. Meadows, S. (2018). Understanding Child Development: Psychological Perspectives and Applications. Routledge.
16. Thornton, S., & Gliga, T. (2020). Understanding Developmental Psychology. Red Globe Press.
17. Turiel, E., Zelazo, P. D., & Budwig, N. (2017). New Perspectives on Human Development. Cambridge University Press.

DEPARTMENT OF APPLIED PSYCHOLOGY

2c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

DEPARTMENT OF APPLIED PSYCHOLOGY

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - II

AP 202 – DEVELOPEMENTAL PSYCHOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5x12=60marks		Specifications	Level
1. (A)	“Prenatal Development is a crucial stage of human development”. Justify the above statement explaining the process and stages of development.	Explain	Remember
OR			
1. (B)	Critically evaluate the new born reflexes with suitable examples.	Critique	Analyse
2. (A)	Compare and contrast the cognitive development during Infancy and early childhood period.	Distinguish	Analyse
OR			
2. (B)	Elucidate the key components of language development and evaluatethe language acquisition during infancy period.	Explain	Evaluate
3. (A)	Critically evaluate the psychosocial development during middle childhood.	Critique	Analyse
OR			
3. (B)	“Adolescence is a period of stress and turmoil” Justify the abovestatement with reference to the changes that takes place during adolescent period.	Describe	Apply
4. (A)	Highlight the importance of relationship and marriage during early adulthood period.	Explain	Analyse
OR			
4. (B)	Discuss the psychosocial problems faced by people belonging tomiddle adulthood period.	Explain	Remember
5 (A)	Give a detailed account on living arrangements during late adulthoodperiod.	Describe	Remember
OR			
5 (B)	Deliberate the process of death and explain the various causes of deathacross life span.	Examine	Analyse

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 203- RESEARCH METHODOLOGY - II

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Define and summarize the foundational characteristics of qualitative research	Understand
CO 2	Criticize the ontology and epistemology of various paradigms of research	Analyze
CO 3	Distinguish different approaches and methods of conducting qualitative research	Analyze
CO 4	Employ appropriate methods and analysis in conducting qualitative research	Apply
CO 5	Demonstrate efficiency in writing scientific research report according to the APA guidelines	Skill

b. Syllabus

Units	Content	Hrs.
I	Introduction to qualitative research: Characteristics – Subjectivity, Reflexivity, Triangulation, and Researcher’s self in Qualitative Research, Power.	6
II	Paradigms of Research: Ontology, Epistemology and Methodology of Positivism, Post-positivism, critical paradigm and Social Constructivism.	8
III	Approaches and Methods: Ethnography; Phenomenology; Grounded theory; Narrative inquiry; Case study; Observation; Interview; Survey; Focus group discussion.	12
IV	Data Analysis in Qualitative Research: Narrative Analysis; Phenomenological analysis; grounded theory analysis; ethnographic analysis; Case study analysis; Content analysis; Thematic analysis. Introduction to softwares for Qualitative Analysis	14
V	APA style for report writing (latest edition): Writing research report - Title, Abstract, Introduction, Review of literature, Method, Results, Discussion, References – styles and softwares, and Appendices.	5

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Creswell, J. W., & Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*.
2. Howitt, D., & Cramer, D. (2020). *Research Methods in Psychology*. Pearson Education, Limited.
3. Czrniawska, B. (2004). *Narratives in Social Science Research*. New Delhi: SAGE.

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2c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	2	3	3
C02	3	3	2	3	3
C03	3	3	2	3	3
C04	3	3	2	3	3
C05	3	3	2	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2

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Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	N A	C01, C02,C03, C04,C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	N A	C01,C02, C03,C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	N A	C01, C02,C03, C04,C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	N A	C01, C02,C03, C04,C05

NA - Not Attended

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i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - II

AP 203 – RESEARCH METHODOLOGY - II

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks. 5 x 12 = 60Marks		Specifications	Level
1. (A)	Describe the characteristics of subjectivity and reflexivity. What is the importance of subjectivity in qualitative research and how does reflexivity influence the process of data analysis?	Describe	Analyse
OR			
1. (B)	Explain the feature of 'Researcher's Self' and the biases that may influence the analysis with examples and describe the different ways in which data can be triangulated to minimize these biases.	Explain	Remember
2. (A)	Describe the paradigms of positivism and post-positivism. Point out to the ontological and methodological differences between the two with appropriate and hypothetical research examples.	Distinguish	Analyse
OR			
2. (B)	Explain the main features of social constructivism and critical paradigm approach. What is the need and purpose of these two approaches? And briefly mention the different areas/topics of research that come under their scope.	Explain	Analyse

3. (A)	Describe the research methods of case study and narrative inquiry. Differentiate between the analytical approach of these two methods with appropriate research examples.	Distinguish	Analyse
OR			
3. (B)	Elaborate on the procedure of conducting an ethnographic study and explain the various themes that are covered in its analytical report. Point out the use and purpose of a focus group discussion in the context of an ethnographic study.	Explain	Understand
4. (A)	Explain in detail thematic analysis and content analysis and highlight the differences between these analyses with relevant examples.	Distinguish	Analyse
OR			

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4. (B)	Describe in detail the process and analysis of Grounded theory approach. State the instances in which this method is used with appropriate examples.	Describe	Apply
5. (A)	Describe the key elements that need to be included in the review of literature, methodology, and discussion chapters of a research report/dissertation.	Describe	Remember
OR			
5. (B)	What is the need and purpose of following APA guidelines for writing a research report/dissertation? Elaborate on the elements that should feature in the introduction chapter of a research report/dissertation.	Describe	Understand

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AP 204- STATISTICS FOR PSYCHOLOGY - II

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Define various fundamental concepts in Null hypothesis statistical testing.	Remember
CO 2	Employ parametric statistics appropriate for an experimental design and illustrate the results of the test.	Apply
CO 3	Select appropriate non- parametric statistical test appropriate for an experimental design and appraise the results of the test.	Evaluate
CO 4	Construct a reliable and valid psychological test with appropriate items.	Create
CO 5	Demonstrate analysis of data through a Computer Application such as SPSS/JASP/R.	Skill

b. Syllabus

Units	Content	Hrs.
I	Normal Distribution: Meaning, importance and properties; Central Limit Theorem; Skewness and Kurtosis; Critical Region; level of significance; degrees of freedom; Hypothesis testing – types of hypothesis testing- type I and type II error-one tailed & two tailed tests.	9
II	z test; t-test- one sample- paired sample- independent sample t-test; ANOVA- One way and two way. Introduction to Multivariate analysis. Post hoc comparison: LSD; Tukey's HSD; Scheffe test.	9
III	Non - parametric Statistics: Assumptions of Non – parametric Statistics; Chi-square; Mann Whitney U-test; Kruskal Wallis; sign test; Sign rank test; median test, Rank order- Spearman; Categorical data analysis- Chi-Square Test.	9
IV	Test Development: Item writing, item analysis, Reliability and validity, Norm development and meaning of test scores, Development of Manual; Brief introduction to factor analysis.	9
V	Computer Applications in Statistics- Mediation and Moderation analysis. Appropriate statistical softwares SPSS/R/ Jasp	9

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Andy, F. (2009). Discovering statistics using SPSS.
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10. Haslam, S. A., & McGarty, C. (2018). Research methods and statistics in psychology. SAGE.
11. Lyons, E., & Coyle, A. (2021). Analysing qualitative data in psychology. Sage Publications.
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15. Winter, B. (2019). Statistics for linguists: An introduction using R. Routledge.
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2c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	1	3	3
C02	3	3	1	3	3
C03	3	3	1	3	3
C04	3	3	3	3	2
C05	3	3	1	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

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f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA - Not Attended

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i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - II

AP 204 – STATISTICS FOR PSYCHOLOGY II

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5x12=60marks		Specifications	Level
1. (A)	Generally, graduates from Central Universities with a B.Sc. degree have a mean starting salary of 28,300 rupees per month and the standard deviation is 1700 rupees. In 2021, sixty-six science graduates from Central university of Tamilnadu received job offers with an average starting salary of 33,400 rupees. Follow the steps of null hypothesis statistical testing to test the claim that science graduates from Central University of Tamilnadu earn a mean starting salary that is greater than the mean starting salary for graduates from other Central Universities.	Explain	Remember
OR			
1. (B)	ii) Answer the following: a. What is Z-score? Explain the uses of Z-Score in standardized testing. b. A principal at a school claims that the students in his school are above average verbal intelligence. WAIS - Verbal comprehension tests were administered on a random sample of seventy students. The mean verbal IQ score of the student sample was 112.5. Perform appropriate statistical test and report whether there is sufficient statistical evidence to support the principal's claim?	Critique	Analyse
2. (A)	Resting heart rate is known to be 71 beats per minute on average, with a standard deviation of 4 beats per minute. A set of researchers believe that heart rate will increase in women when they are waiting to go in to a job interview. To test this hypothesis, a group of 39 women attending job interviews are fitted with a wireless heart rate monitor to wear on their chest in the hour preceding their interviews. Their average heart rates over this hour were 79 beats per minute. Follow the steps of null hypothesis statistical testing to test the above-mentioned hypothesis	Distinguish	Analyse
OR			
2. (B)	Tutors Anastasia and Bernadette teach eight grade math for two separate class of students. There are N =15 students in Anastasia's class, and N =18 students in Bernadette's class. The research question we are interested in is whether Anastasia or Bernadette is a better tutor. Appropriate statistical tests were conducted and the results of the tests are provided below. Analyze the results and answer the following questions.	Explain	Evaluate
3. (A)	Suppose as a business manager you have the responsibility for testing and comparing the lifetimes of four brands (Apollo, Bridgestone, CEAT and Falken) of automobile tyres. The lifetime of these sample observations are measured in mileage run in '000 miles. For each brand of automobile tyre, sample of 15 observations have been collected. On the basis of these	Critique	Analyse

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	information, you have to take you decision regarding the four brands of automobile tyre. Appropriate statistical tests were conducted and the results of the tests are provided below. Analyze the results and answer the following questions.		
OR			
3. (B)	A dietitian is interested in understanding which of three different diets lead to the highest weight loss. The dietitian administers the diet for three different group of participants. each fertilizer on ten different fields and measure the total yield at the end of the growing season. Appropriate statistical tests were conducted and the results of the tests are provided below. Analyze the results and answer the following questions.	Describe	Apply
4. (A)	The effective life (in hours) of batteries is compared by material type (1, 2 or 3) and operating temperature: Low (-10°C), Medium (20°C) or High (45°C). Twelve batteries are randomly selected from each material type and are then randomly allocated to each temperature level. The resulting life of the batteries were recorded. The researcher wanted to know whether there is difference in mean life of the batteries for differing material type and operating temperature levels. Researcher performed 3x3 independent two- way ANOVA and the results of the tests are provided below. Analyze the results and answer the following questions	Explain	Analyse
OR			
4. (B)	What is meant by validity of a test? Discuss any two types of validity.	Explain	Remember
5 (A)	What is meant by reliability of a test? Discuss any two methods of assessing the reliability of a test.	Describe	Remember
OR			
5 (B)	<p>Read the following paragraph and answer the questions which follow :</p> <p>A personality psychologist, following Hull-Spence theory, proposed that anxiety is an emotionally-based drive. One of the consequence of this proposition is the hypothesis suggesting that high anxious subjects would be conditioned faster than the low anxious subjects on an eyelid conditioning task. In the first phase of his research, the psychologist developed a suitable anxiety inventory. The psychologist prepared fifty items, each item being a seven-point self-rating scale. The draft version was administered to 350 subjects. Item analysis was carried out using item-total correlations, which retained forty items. For computing internal consistency, odd-even method was used. The test was divided into two equal parts-one based on odd items and the other based on even items. The correlation between the two parts was 0.60. The Spearman-Brown corrected reliability coefficient for the full test was obtained. The norms were prepared using normalized T scores.</p> <p>In the second phase of the study, 30 high anxious and 30 low anxious subjects were obtained using the T scores of 60 and 40 as the cut-off points for high and low anxious subjects respectively. In the eyelid conditioning experiment, the high anxious subjects required mean trials = 20 and the low anxious subjects required mean trials = 15 for conditioning. The corresponding standard deviations were also obtained. The t test revealed that the mean difference between the two groups was statistically significant.</p>	Examine	Analyse

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AP 205- PRACTICUM AND FIELDWORK - II

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Conduct assessments to measure types of personality, span of development and disability	Skill
CO 2	Interpret the findings of the assessment	Understand
CO 3	Develop an assessment report based on the results obtained	Create
CO 4	Illustrate the need and strength, rationale, and limitations of experimental method	Apply
CO 5	Conduct assessments to measure types of personality, span of development and disability	Skill

b. Syllabus

Sl.No	Apparatus and Tools	Concept
1	16 PF	Personality
2	EPQR	Personality
3	CPQ	Personality
4	MMPI/MPQ	Personality
5	Draw a person test/TAT	Personality
6	Rorschach inkblot test	Personality
7	Rosenzweig Picture Frustration Study	Personality
8	Developmental Screening Test	Development
9	Vineland Social Maturity Scale	Social Maturity
10	Problem Behaviour Checklist	Problem behaviours
11	CARS	Autism
12	ADHD Rating scale	ADHD
13	Attention-Deficit/Hyperactivity Disorder Test	ADHD
14	Autism Diagnostic Observation Scale	Autism
15	Assessment of specific learning disability	Learning Disability
16	Seguin Form Board Test	Intelligence of children
17	Personality types	Personality
18	Yerke's Multiple Choice Apparatus	Concept formation
19	Finger Dexterity	Fine and gross motor dexterity and coordination
20	Vineland Adaptive Behaviour Scales	Adaptive behaviour

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Tasks and Assignments:

- ✓ Conduct psychological assessment on a participant and write a report with introduction, method, result, discussion, conclusion, references, and appendices.

References:

1. Aiken, L.R., & Groth- Marnat, G. (2006). *Psychological Testing and Assessment*. (12th ed). Boston, MA: Pearson.
2. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. ND: Pearson Education.
3. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
4. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
5. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
6. Cooper, C. (2018). *Psychological testing: Theory and practice*. Routledge.
7. Moss, N. E., & Moss-Racusin, L. (2021). *Practical guide to child and adolescent psychological testing*. Springer Nature.
8. Tobin, R. M., Schneider, W. J., & Cohen, R. J. (2021). *Psychological testing and assessment: An introduction to tests and measurement*. McGraw Hill LLC.
9. Weiner, I.B. & Greene, R. L. (2017). *Handbook of Personality Assessment (2nd ed.)*. Wiley

2c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	Total
Internal	15	15	20	10	60
External	10	6	14	10	40
Total	25	21	34	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04
Assignments	15	15	-	-
Viva	-	-	-	10
Record	-	-	20	-
Total	8	8	8	8

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f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04
Administration of test and writing complete report	5	3	9	-
Administration of test and writing report with result and discussion	5	3	5	-
Viva	-	-	-	10
Total	10	06	14	10

4g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - II
AP 205 – PRACTICUM AND FIELDWORK - II
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 40

Sl. No.	Model Questions	Specification	Level
1 (a)	AK, 8 years old, male, studying in U.K.G, hailing from higher socio-economic status, was brought by his parents with the chief complaints of poor eye contact and poor social interaction since the age of two and half years. According to parents, the child was born through normal delivery. The birth cry was spontaneous and no pre, peri or postnatal		Skill Understand
	complications were reported. Up to the age of two and a half years, his developmental milestones were age-appropriate. At approximately 2½ years of age, his family members also started noticing that he was different from other children of his age in terms of his response to social stimuli. He never maintained eye contact in any kind of conversation or show a social smile. He would prefer staying aloof and did not show any interest towards his surrounding or any person including his parents. Given below is the response sheet of Developmental Screening Test by Bharat Raj, filled in with the help of the caregiver of the child. Based on the given data, assess the developmental quotient of the child. Write Introduction, Method, Result, and Discussion for the same. (17 marks)	Assess	
1 (b)	Interpret the result, discuss and draw conclusion, based on the details given above. (13 marks)	Assess	Skill
2 (a)	Assess the personality of your participant using Eysenck Personality Questionnaire-Revised. Write the Introduction, Method, Results, Discussion and Conclusion, based on the obtained data. (17 marks)	Assess	Skill Understand Apply
2 (b)	Interpret the result, discuss and draw conclusion. (13 marks)	Assess	Skill Understand

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AP 502 E - I- FOUNDATION OF HUMAN BEHAVIOUR -II

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Compare different theories of intelligence	Analyze
CO 2	Employ the principles of learning in various situations	Apply
CO 3	Differentiate various approaches to motivation	Understand
CO 4	Appraise the major theories of emotion	Evaluate
CO 5	Define personality and state important approaches to personality	Remember

b. Syllabus

Units	Content	Hrs.
I	Intelligence – Definition; Nature- Nurture issue on Intelligence; Measurement of intelligence - Binet’s mental ability test, Stanford - Binet and I.Q and The Wechsler tests; Theories of Intelligence - Spearman’s theory, Gardner’s multiple intelligence, Sternberg’s triarchic theory; PASS Model; Intellectual Disability	5
II	Learning: Nature; Definition. Primary laws of learning: Classical Conditioning; Principles, Applications; Operant Conditioning; Principles- Applications- Schedules of Reinforcement; Instrumental Learning; Cognitive Learning; Observational Learning; Skill Learning. Transfer of Learning; Biological Factors in Learning.	8
III	Motivation: meaning; Approaches to motivation- Instinct approach- Drive-reduction approach - Arousal approach- Incentive approach- Humanistic approach (Maslow’s hierarchy of needs) – Self-determination theory.	6
IV	Emotion: Meaning; Theories of Emotion; James-Lange theory - Cannon-Bard theory - Schachter-Singer - Cognitive arousal theory; Emotional Intelligence.	5
V	Personality: Concept & definitions; traits; types; determinants. Important Approaches: psychoanalytic; Neo – Freudian- Jung- Adler- Sullivan- Karen Horney; Humanistic Approaches; Trait Approaches; Behavioral Approaches; Social - Learning Approaches. Assessment of Personality	6

Tasks and Assignments:

- ✓ List out the applications of operant conditioning in our daily life.
- ✓ Assess the personality of an individual using the techniques taught in class.
- ✓ Critically analyze the nature v/s nurture issue in intelligence.

References:

1. Baron (2005). Psychology: An Introduction. (5th ed.). New Delhi: Pearson. Burger, J.M. (2011) Personality. (8th ed.). Wadsworth.
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3. Feldman, R. (2011). Understanding Psychology. (10th ed.). New Delhi: Tata McGraw Hill.
4. Goldstein, E. B. (2016). Sensation and Perception. (10th ed.). Boston, USA: Cengage Morgan, King & Robinson. (2015). Introduction to Psychology. (7th Ed.). New Delhi: Tata McGraw Hill.
5. NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT
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7. Weiten W. (2017). Psychology : themes and variations (Tenth). Cengage Learning.
8. Banyard, P., Norman, C., Dillon, G., & Winder, B. (2019). Essential psychology. SAGE Publications.
9. Jr., S. G. (2019). Personality psychology: The basics. Routledge.
10. MANGAL, S. K. (2020). General Psychology. India: Sterling Publishers Pvt. Limited..

2c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	2	2
C02	3	3	3	3	3
C03	3	3	3	2	2
C04	3	3	3	1	1
C05	3	3	3	2	2

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

DEPARTMENT OF APPLIED PSYCHOLOGY

g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	N A	C01, C02,C03, C04,C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	N A	C01,C02, C03,C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	N A	C01, C02,C03, C04,C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	N A	C01, C02,C03, C04,C05

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**
SEMESTER - II

AP 502 – E - I – FOUNDATIONS OF HUMAN BEHAVIOUR - II
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Sl. No.	Model Questions	Specification	Level
Essay (Internal Choice) - 5 x 12 = 60 marks			
1	Write short notes on the following: (3 x 4= 12 marks) i) Intellectual disability ii) Triarchic theory of intelligence iii) Wechsler scales of intelligence	Describe	Understand
OR			
	Discuss the nature v/s nurture issue in intelligence.	Discuss	Understand
2	Give a detailed account of classical conditioning and its principles using appropriate examples.	Use	Apply
OR			
	i) Elaborate schedules of reinforcement using suitable examples. ii) List out the applications of operant conditioning.	Cite examples	Understand
3	Write short notes on: (2 x 6= 12 marks) i) Self-Determination theory ii) Push v/s pull theories of motivation	Describe	Understand
OR			
	Write short notes on the following approaches to motivation: (3 x 4= 12 marks) i) Instinct approach ii) Arousal approach iii) Humanistic approach	Describe	Understand
4	Describe how each of the following theories of emotion would explain fear. (3 x 4= 12 marks) i) James-Lange ii) Cannon-Bard iii) Schachter-Singer theory	Predict	Evaluate
OR			
	If Geeta is driving on a narrow road by the edge of a high cliff, she may be concerned about the danger of the road. Her passenger, on the other hand, thinks about the beauty of the view. Geeta will probably feel frightened, while her passenger may feel exhilarated. Which theory of emotion can explain this example? Discuss. Describe the elements or components of emotional experience.	Predict Describe	Evaluate Understand
5	Compare and contrast type theories with trait theories of personality.	Compare and contrast	Analyze
OR			
	Critically evaluate psychodynamic approach to personality.	Evaluate	Analyze

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 502 E-II- HEALTH PSYCHOLOGY

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Employ various models of health across different settings	Apply
CO 2	Predict health behaviour and beliefs	Evaluate
CO 3	Examine the impact of stress and related coping techniques	Analyze
CO 4	Develop pain management programme	Create
CO 5	Translate their knowledge to promote and maintain health	Understand

b. Syllabus

Units	Content	Hrs.
I	Introduction to health psychology. Concept and models of health: Biological, Biopsychosocial and Eastern – Ayurveda, Yoga, Traditional Chinese Medicine, Acupuncture, Reiki. Scope and Applications of Health Psychology.	6
II	Health behaviour and belief: Factors predicting health behaviour and beliefs, health awareness and health seeking behaviour.	6
III	Stress and Coping: Perspectives of stress, Sources of stress, Physiology of stress, Coping with stress: coping style and coping strategies, Effects of stress, Stress related illnesses.	6
IV	Pain and Its Management: Nature and Theory of pain, clinical issues in pain management, Psychological pain control techniques, Pain management programs.	6
V	Promoting and maintaining health. Non communicable diseases, Lifestyle Diseases and its Management – Type II Diabetes, Obesity, Cardiovascular Disease, Cancer. Sleep	6

Tasks and Assignments:

- ✓ Discuss both a disease and a comorbid psychological condition. Students are expected to describe and explain the disease state and why this psychological condition is more common with this illness. You are also expected to discuss the psychological treatment that is most commonly used to address the comorbid psychological condition.
- ✓ For this assignment, you will take the role of a health psychologist. You will develop a detailed case study of a patient who has come to you for treatment (or get a case from any case studies or articles). Included in this report will be a description of the patient's biopsychosocial profile, their health behavior risks, comorbid medical diseases and any other variables relevant to their health. You will include a treatment plan for this patient (focusing on the psychological symptoms) and support resources recommended to them for their care. You may find it helpful to interview a real person for this project but their identity must be kept confidential

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References:

1. Taylor, S.E. (2018). *Health Psychology* (10th ed.). McGraw-Hill Education: NY
2. Sarafino, E.P. & Smith, T.W. (2011). *Health Psychology* (7th ed.) Wiley
3. Baum, A., Revenson, T. A., & Singer, J. E. (Eds.). (2001). *Handbook of health psychology*. Lawrence Erlbaum Associates Publishers. <https://doi.org/10.4324/9781410600073>
4. Donatelle, R.J. (2013). *Health: The Basics* (10th ed.). Pearson
5. Banyard. P (2002). *Psychology In Practice: Health*. Hodder & Stoughton Publishers.
6. Ogden, J. (2007). *Health Psychology: A Text Book*. McGraw Hill Publications.
7. Payne, S. & Sandra, H. (2004). *Health Psychology*. Open University Press.
8. Pitts, M. & Phillips, K. (2003). *The Psychology of Health*. Routledge Publishers.
9. Haslam, C., Jetten, J., Cruwys, T., Dingle, G., & Haslam, A. (2018). *The new psychology of health: Unlocking the social cure*. Routledge.
10. Revenson, T. A., & Gurung, R. A. (2018). *Handbook of health psychology*. Routledge.

2c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	2	2
C02	3	3	3	2	2
C03	3	3	3	3	3
C04	2	2	3	1	1
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

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g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - II

AP 502 – E - II – HEALTH PSYCHOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Sl. No.	Model Questions	Specification	Level
Essay (Internal choice)		Marks: 5 x 12 = 60	
1	Critically evaluate bio-psycho-social model of health.	Critically evaluate	Analyze
Or			
	Elucidate upon the significance of health psychology as a field of study	Elucidate	Understand
2	i) List out the major factors that influence health behaviours. Discuss the various ways in which health promotion/ awareness can be put into action.	List out Use	Understand Apply
Or			
	Give a detailed account of health related beliefs in the eastern perspective.	Describe	Understand
3	Stress is a result of an interaction between an individual's appraisals, the external or internal event (stressor) environment, and the internal or external resources a person has available to them. Discuss.	Discuss	Analyze
Or			
	Give a detailed account of stress related illnesses.	Describe	Understand
4	Critically evaluate important theories of pain.	Critically evaluate	Analyze
Or			
	Discuss in detail various pain control techniques.	Discuss	Understand
5	Explain the role of culture in the promotion and maintenance of health.	Explain	Understand
Or			
	Develop a module of a health promotion programme.	Develop	Create

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 502 E-III- POSITIVE PSYCHOLOGY

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Summarize the foundations and goals of positive psychology	Understand
CO 2	Examine the various approaches and measures of positive psychology constructs	Analyze
CO 3	Employ the knowledge of the dynamic nature of human emotions in promoting quality of life among individuals in the society	Apply
CO 4	Use the knowledge of positive psychology constructs in promoting positive relationships among individuals in various contexts	Apply
CO 5	Demonstrate efficiency in using positive psychology oriented therapeutic techniques in the context of family, work and community	Skill

b. Syllabus

Units	Content	Hrs.
I	Positive Psychology: Meaning, history, goals and assumptions, traditional Psychology Vs Positive Psychology.	5
II	The Meaning and Measure of Happiness: Psychology of well-being, Happiness, hedonic and the Eudaimonic basis of happiness; Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facets of life.	7
III	Emotions: Positive emotions and negative Emotions; cultivating positive emotions, Character Strength; Flow.	7
IV	Promoting Positive Relationships: Compassion, Forgiveness, Gratitude, Empathy and Resilience.	5
V	Application of Positive Psychology: Family, Work and Community.	6

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Carr, A. (2011). *Positive psychology: The science of happiness and human strengths*. London: Routledge. Steve, B.R. & Marie, C.K. (2009). *Positive Psychology*. Dorling Kindersley: India.
2. Boniwell, I. (2006). *Positive Psychology in a Nutshell*. PWBC (Personal Well-Being Centre).
3. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive psychology: The scientific and practical explorations of human strengths*. SAGE.
4. Compton, W. C., & Hoffman, E. (2019). *Positive psychology: The science of happiness and flourishing*. SAGE Publications.
5. Hart, R. (2020). *Positive psychology: The basics*. Routledge.

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6. Patnaik, G. (2021). *Positive psychology for improving mental health & well-being*. Notion Press.
7. Rashid, T., & Seligman, M. (2018). *Positive psychotherapy: Workbook*. Oxford University Press.
8. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. SAGE Publications.
9. Zelenski, J. (2020). *Positive psychology: The science of well-being*. SAGE Publications

2c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

DEPARTMENT OF APPLIED PSYCHOLOGY

g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	N A	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	N A	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	N A	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	N A	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - II

AP 502 – E - III – POSITIVE PSYCHOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write essays on the following. Each question carries 12 marks 5 x 12 = 60		Specifications	Level
1. (A)	Positive Psychology is a catalyst to change the focus of psychology from illness to wellness. Explain	Explain	Understand
OR			
1. (B)	Explain in detail the significance of positive psychology to enhance the optimal functioning of people, groups, and institutions	Explain	Understand
2. (A)	Distinguish hedonic and eudaimonic well-being with suitable examples	Distinguish	Analyse
OR			
2. (B)	Elaborate various theories on subjective well-being.	Describe	Remember
3. (A)	Explain the role of positive and negative emotions on individual's thought and behaviour.	Explain	Apply
OR			
3. (B)	Explain in detail Broaden and built theory with suitable examples	Explain	Apply
4. (A)	Enumerate the benefits of compassion and forgiveness with suitable example.	Describe	Apply
OR			
4. (B)	Elucidate in detail various ways of cultivating gratitude and illuminate its importance in promoting well-being.	Explain	Apply
5. (A)	Give a detailed report on promoting positive environment in community using positive psychology principles.	Describe	Apply
OR			
5. (B)	Describe various ways to enhance positive work environment.	Describe	Apply

DEPARTMENT OF APPLIED PSYCHOLOGY

4. Semester wise- Courses & Syllabus in OBE Format

SEMESTER THREE

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours
AP 301	Psychopathology	Core	3	0	1	4	5
AP 302	Counselling Skills and Techniques	Core	3	0	1	4	5
AP 303 A	Psychotherapy-I	Core	2	0	2	4	6
AP 303 B	Counselling Interventions	Core	2	0	2	4	6
AP 303 C	Human Resource Management	Core	2	0	2	4	6
AP 304 A	Neuropsychology	DSE	3	1	0	4	4
AP 304 B	Paradigms of Counselling	DSE	3	1	0	4	4
AP 304 C	Organizational Behaviour	DSE	3	1	0	4	4
AP 305 A	Child & Geriatric Psychopathology	DSE	2	1	0	3	3
AP 305 B	Career Counselling	DSE	2	1	0	3	3
AP 305 C	Human Resource Development	DSE	2	1	0	3	3
AP 306	Practicum -III	Core	0	0	2	2	4
	Dissertation-no evaluation in semester-III	Core					

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 301 - PSYCHOPATHOLOGY

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Differentiate the different models of causation of psychopathology	Understand
CO 2	Classify the organic developmental disorders that occur in different stages of life	Understand
CO 3	Distinguish the clinical features of various types of psychological disorders	Analyze
CO 4	Employ theoretical knowledge in formulating interventions for various psychological disorders	Apply
CO 5	Demonstrate the necessary skills to diagnose psychological disorders according to the existing systems of classification	Skill

b. Syllabus

Units	Content	Hrs.
I	Introduction, Definition, Historical Review. Changing Attitudes and Concepts of Mental Health and Illness. Current Views. Models for understanding Psychopathology. (Psychoanalytical, Behavioral, Interpersonal and Humanistic) Need for and types of Classification of Mental Disorders. DSM-V TR and ICD-11 systems of classification.	12
II	Anxiety disorders; Obsessive Compulsive disorder & related disorders; Stress related disorders: Clinical features, Etiology & Treatment perspectives.	12
III	Mood Disorder and Suicide; Dissociative Disorders, Somatic Symptom and Related Disorders, and Psychological Factors Affecting Physical Health: Clinical features, Etiology & Treatment perspectives.	12
IV	Substance-Related and Addictive Disorders; Eating Disorders and Sleep-Wake Disorders; Disorders Involving Gender and Sexuality: Clinical features, Etiology & Treatment perspectives.	12
V	Personality Disorders and Impulse-Control Disorders; Schizophrenia Spectrum Disorders: Clinical features, Etiology & Treatment perspectives.	12

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Nevid, Rathus & Greene (2008). Abnormal Psychology. 9th Edition. Pearson.
2. Barlow, D., & Durand, V. (2015). Abnormal psychology: An Integrative Approach (7th ed.). Belmont: Wadsworth, Cengage Learning.
3. Carson & Butcher. (2010). Abnormal Psychology (13th Ed). New Delhi: Pearson Education, Inc.
4. Sarason, I. G., & Sarason, B. R. (2010). Abnormal Psychology: The Problem of Maladaptive Behaviour (11th ed.). New Delhi: Prentice Hall of India Pvt Ltd.

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5. Comer, R. (2013). *Abnormal Psychology* (8th ed.). New York: Worth.
6. Hecker, J. E., & Thorpe, G.I. (2010). *Introduction to Clinical Psychology*. New Delhi: Pearson Education, Inc. Kring, A., Johnson, S., & Davison, G. (2013). *Abnormal psychology* (12th ed.). Hoboken, N.J.: Wiley.
7. Sadock, B., & Sadock, V. (2007). *Kaplan and Sadock's Synopsis of Psychiatry*. Philadelphia: Wolters Kluwer Lippincott Williams and Wilkins.
8. Casey, P., & Kelly, B. (2019). *Fish's clinical psychopathology: Signs and symptoms in psychiatry*. Cambridge University Press.
9. Rokach, A. (2021). *Mental health and psychopathology*. Routledge.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

DEPARTMENT OF APPLIED PSYCHOLOGY

g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4,CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4,CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to Cos
1	Knowled ge and Understa nding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4,CO5
2	Presenta tion 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4,CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - III

AP 301 PSYCHOPATHOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	“The Mental disorders has to be classified and categorised in order for better understanding of the disorder” Justify the above statementwith suitable explanation and a brief mention on the existing classification systems.	Explain	Understand
OR			
1(B)	Explain the different theoretical models on psychopathology.	Explain	Understand
2(A)	Describe the various causes of chronic stress and the clinical featureswith suitable example.	Describe	Remember
OR			
2(B)	Theoretical perspectives explain that cognitive and biological factorsare involved when a person is experiencing panic attack or panic disorder. Do you agree this statement? Justify your answer with a brief explanation.	Explain	Analyse
3(A)	Elaborate the different types of dissociative disorders with their distinguishing symptoms.	Describe	Understand
OR			
3(B)	Priya a 24-year-old young mother who as married a year back was experiencing major depressive episode within few weeks of her delivery. Priya’s sister Vimala also experience mood swings, irritability, emotional distress closer to her menstrual cycle. Identifythe disorder in both the cases and justify the diagnosis with suitableexplanation.	Examine	Analyse
4(A)	Describe in detail the clinical features and causes of eating disorders.	Describe	Understand
OR			
4(B)	Elucidate the disorders related to sexual dysfunction	Describe	Understand
5(A)	“Individual’s with paranoid personality disorder will have difficulty in maintain good interpersonal relationship”. Justify the above statement with suitable explanation referring to the various diagnosticfeatures or characteristics of the disorder.	Explain	Apply
OR			
5(B)	Compare the contrast the different types of Schizophrenia mentioningthe predominant symptoms of each type.	Distinguish	Analyse

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 302 – COUNSELLING SKILLS AND TECHNIQUES

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Take case history and verbatim	Skill
CO 2	Differentiate personal self and professional self and establish rapport	Analyse
CO 3	Select and make use of appropriate counselling skills and demonstrate their mastery of the skills in real settings/situations	Skill
CO 4	Differentiate various models of counselling, select the appropriate model in relation to the context at hand, and employ it in counselling.	Evaluate
CO 5	Identify various ethical, legal and professional issues related to counselling and incorporate this understanding while practicing.	Apply

b. Syllabus

Units	Content	Hrs.
I	Counselling Process: Pre-counselling issues; interview; assessment- standardized & non-standardized measures; setting goals; contracting; informed consent; formulation; conceptualization; referrals; issues of confidentiality; verbatim recording and analysis; interpretation; termination; reporting.	14
II	Counselling Relationship: Personal Self and Professional Self; importance of a professional relationship; mapping relationship; dimensions of relationship; transference and counter transference; conditions facilitating the counselling relationship; physical setting.	14
III	Basic Skills and Principles: Attending; Listening; Empathy; Compassion; Warmth, Nonjudgmental Attitude; Immediacy; Challenging; Elaboration- open questioning- reflecting- paraphrasing- summarizing; Boundary Management; Offering Feedback; interpersonal/ communication skills-verbal & non-verbal; Self- awareness. Additional Skills: Normalizing, Challenging Self-Destructive Beliefs, Exploring Polarities, Enabling the Client to Make Use of their Strengths, Using the 'Here and Now' Experience etc.	20
IV	Models of Counselling: Egan's Skilled Helper Model; Ivey's Micro skills Model; Carl Roger's Model.	15
V	Professional Issues: Training of Counsellors; Supervision; Personal and Professional Characteristics; Ethical Issues; Legal Issues; Consultation; Professional Development; Competence- Peer Relations-Licensing- Legislation.	12

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

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References:

1. Egan, G (2010). *The Skilled Helper* (9th ed.). Brookes/Cole.
2. Evans, G (2007). *Counselling Skills for Dummies*. England: John Wiley & Sons, Ltd
3. Geldard, K & Geldard, D (2005). *Practical Counselling Skills: An Integrative Approach*. New York: Palgrave Macmillan Hackney & Cormier (2013). *The Professional Counselor*, Pearson.
4. Hough, M (2010). *Counselling Skills and Theory*. (3rd ed.). UK: Hodder Education.
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6. Lauver & Harvey (1997). *The Practical Counselor: Elements of Effective Helping*, Brookes/Cole
7. Long, V. (1996). *Communication skills in helping relationships*. Pacific Grove, CA: Brooks/Cole Pub. Co.
8. McLeod, J & McLeod, J (2011). *Counselling Skills: A practical guide for Counsellors and Helping Professionals* (2nded.). England: McGraw-Hill Education
9. Nelson-Johns, R. (2005). *Practical Counselling and Helping Skills: Text and Activities for the Life Skills Counselling Model* (5th ed.). New Delhi: Sage Publications
10. Stephen Palmer (2000). *Introduction to Counseling and Psychotherapy*. Sage Publications.
11. Young, M (2001). *Learning the Art of Helping* (2nd ed.). Merrill/Prentice Hall
12. Chen, M., & Giblin, N. J. (2017). *Individual counseling and therapy: Skills and techniques*. Routledge.
13. Ness, O., McNamee, S., & Kvello, Ø. (2021). *Relational processes in counselling and psychotherapy supervision*. Springer Nature.
14. Taukeni, S. G. (2020). *Counseling and therapy*. BoD – Books on Demand.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	2	3	2	3
C02	3	2	3	2	3
C03	3	2	3	2	3
C04	3	2	3	2	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2

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Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowled ge and Understa nding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presenta tion 50%	Well Communicated with logical sequences, examples, and references	Communicat ed with sequences	Just Communi- cated	No coherent communicat ion	NA	C01, C02, C03, C04, C05

NA - Not Attended

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i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**
SEMESTER - III

AP 302 COUNSELLING SKILLS AND TECHNIQUES
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60		Specification	Level
Marks			
1(A)	Describe various aspects of the counselling relationship and explain its importance in counselling.	Explain	Understanding
	OR		
1(B)	Give a detailed account of verbatim and case history in counselling and describe various types of verbatim with examples.	Description	Understanding
2(A)	Explain the conditions that facilitate and hinder the counselling relationship.	Explain	Understanding
	OR		
2(B)	As a counsellor, why do you want to differentiate the personal self and the professional self? Explain? Discuss the major challenges faced/facing by you to differentiate the professional self from the personal self.	Evaluate	Analyse
3(A)	Give a detailed account of various skills required to be an effective counsellor.	Description	Understanding
	OR		
3(B)	Discuss various qualities required to be an effective counsellor and explain how each quality is important in the counselling relationship. .	Description	Understanding
4(A)	Give a detailed account of the Skilled helper model		
	OR		
4(B)	Compare and contrast Client centred counselling model of Rogers and the counselling model put forwarded by Carkhuff and Truax.	Distinguish	Evaluate
5(A)	Give a detailed account of important professional issues in counselling	Description	Understanding
	OR		
5(B)	Discuss the various ethical and legal issues related to counselling.	Description	Understanding

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 303 A - NEUROPSYCHOLOGY

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Summarize and locate history of field of neuropsychology with special emphasis on various advanced techniques of investigating the brain	Understand
CO 2	Identify and describe the structures and functions of the brain	Remember
CO 3	Examine and distinguish different dysfunctions of brain	Analyze
CO 4	Hypothesize about various neuropsychological disorders and formulate their assessment	Create
CO 5	Experiment and demonstrate various neuropsychological assessments	Skill

b. Syllabus

Units	Content	Hrs.
I	Brief history of neuropsychology. Basic anatomy of the Nervous System Methods of investigating the brain: Neurohistology Techniques; Radiologic Procedures; Electrophysiological Procedures- Imaging of Brain Metabolism; Magnetic Imaging Procedures- Magnetic Resonance Imaging- Magneto encephalography; Behavioral Examinations; Other techniques and new advances in imaging techniques; Introduction to Neuropsychological assessment.	12
II	Anatomical and functional aspects of Frontal Lobe; Theory of Frontal Lobe Function; Symptoms of Frontal Lobe Damage; Introduction to Neuropsychological Assessments for Language Skills in general- Receptive Speech- Expressive Speech- Articulation- Speech Production-Syntax and Grammar- Aphasias- Broca's- Wernicke's, Conduction- Fluent- Transcortical- Subcortical; Tests for other frontal lobe damages.	13
III	Anatomical and functional aspects of Parietal Lobe; Theory of Parietal Lobe Function; Behavioural uses and complexities of Spatial Information; Symptoms of Posterior Parietal Damage; Neuropsychological Tests for Parietal Lobe Damage.	12
IV	Anatomical and functional aspects of Temporal Lobe; Theory of Temporal Lobe Function; Symptoms of Temporal Lobe Lesions; Introduction to Neuropsychological Assessment of Temporal Lobe Damage; Limbic System- Anatomical and functional aspects- Dysfunctions and Introduction to its Assessment.	12
V	Anatomical and functional aspects of Occipital Lobe; Theory of Occipital Lobe Function; Visual functions and pathways beyond Occipital Lobe; Disorders Of Visual Pathways; Disorders of Cortical Function; Visual Agnosias; Diagnosis of the dysfunctions; Visual Imagery.	11

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Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R (2014) Cognitive Neuroscience: The Biology of the Mind. (4th ed.). USA: W. W. Norton & Company
2. Kolb, B & Whishaw, I.Q (2009). Fundamentals of Human Neuropsychology. (7th ed.). New York: Worth publishers.
3. Martin, G.N., (2006) Human Neuropsychology. (2nd ed.). England: Pearson Education Limited. Stirling, J., (2005) Introducing Neuropsychology. Taylor & Francis
4. Zillmer, E.A., Spiers, M.V & Culbertson, W.C., (2008). Principles of Neuropsychology. (2nd ed.). USA: Thomson Wadsworth
5. Morgan, J. E., & Ricker, J. H. (2017). *Textbook of clinical neuropsychology*. Taylor & Francis.
6. Bogousslavsky, J., Boller, F., & Iwata, M. (2019). *A history of neuropsychology*. Karger Medical and Scientific Publishers.
7. Marcotte, T. D., Schmitter-Edgecombe, M., & Grant, I. (2022). *Neuropsychology of everyday functioning* (2nd ed.). Guilford Press.
8. Pearson, C. M., Ecklund-Johnson, E., & Gale, S. D. (2018). *Neurosurgical neuropsychology: The practical application of neuropsychology in the neurosurgical practice*. Academic Press.
9. Ward, J. (2015). *The student's guide to cognitive neuroscience*. psychology press.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	2
C04	2	3	3	3	3
C05	3	3	3	3	2

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

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f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and Conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - III

AP 303 A NEUROPSYCHOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Define Phrenology and what are the two assumptions of Phrenology? (4marks)	Assess	Understand
	What are the contributions of Francis Gall, Paul Broca, Carl Wernicke and Korbinian Brodmann to the field of Neuro Psychology. (4marks)		
	Compare and contrast EEG, PET, FMRI, TMS on their invasiveness, brain property measured, temporal resolution and spatial resolution. (4marks)		
OR			
1(B)	Describe the Wernicke's model of language organization. Provide example disorders based on Wernicke's idea of disconnection? (6marks)	Assess	Understand
	Write a short note on Functional magnetic resonance imaging. (6marks)		
2(A)	<p>The most famous case, familiar to most students, occurred in June of 1848. Phineas Gage, the foreman of a railroad construction crew, made a mistake that would forever change his life. One day, an explosion made an iron blast off into space like a rocket. Unfortunately, Gage was standing in its path. The tamping iron passed through his skull, entering just below the left eye and exiting at the top of his head. Amazingly, Gage remained conscious and seemed quite alert. He even greeted the town physician, Dr. Harlow. Though his physical wounds healed after a few months, Gage was never the same.</p> <p>His friends said he was 'No longer Gage'. Harlow described the postinjury Gage as "irreverent, indulging in the grossest profanity (which was not previously his custom), manifesting little deference to his fellows, impatient of restraint or advice when it conflicts with his desires." Another physician noted that Gage's "society was intolerable to decent people". Although Gage had been a respected citizen, exemplary worker, and well-liked man, he became a different man after his injury. His employers with the railroad soon fired him. Many fantastic stories have been told about Gage's life after he healed from his injury. Some</p>	Assess	Remember

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	<p>of these stories suggest that Gage was never able to hold a steady job.</p> <p>Identify the lobe damaged in Phineas Gage and answer the following questions.</p> <p>Discuss the functions of the lobe damaged in Phineas Gage. (12marks)</p>		
	OR		
2(B)	<p>Discuss the symptoms and various neuropsychological tests used to assess the lobe damaged in Phineas Gage. (12marks)</p>	Assess	Remember
3(A)	<p>Discuss about Haxby and colleagues model of the distributed human neural system for face perception. (6marks)</p> <p>Discuss with example case studies, the types of memory impairments following temporal lobe lesion. (6marks)</p>	Assess	Analyze
	OR		
3(B)	<p>Discuss about various neuropsychological tests used to assess temporal-lobe damage. (6marks)</p> <p>Discuss briefly about the sensory, affective and biological motion processing in temporal lobe. (6marks)</p>	Assess	Analyze
4(A)	<p>Discuss about various neuropsychological tests used to assess parietal-lobe damage. (6marks)</p> <p>Discuss the symptoms associated with Balient's syndrome.(6marks)</p>	Assess	Create
	OR		
4(B)	<p>What is Contralateral Neglect? Discuss about various theoretical explanation on why neglect arises? (6marks)</p> <p>Discuss briefly about different types of Apraxia following Parietal Lobe damage. (6marks)</p>	Assess	Create
5(A)	<p>Discuss briefly about visual agnosias such as Object Agnosia, Prosopagnosia and Alexia. (6marks)</p> <p>Discuss with a case study the specific symptoms of injury to the visual cortex. (6marks)</p>	Assess	Skill
	OR		
5(B)	<p>i) Discuss about the connections and functions of the dorsal and ventral pathways. (12marks)</p>	Assess	Skill

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AP 303 B – PARADIGMS OF COUNSELLING

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Differentiate, critically evaluate, select and use appropriate theories under the psychodynamic approach in counselling.	Evaluate
CO 2	Differentiate, critically evaluate, select and use appropriate theories under the behavioural approach in counselling.	Evaluate
CO 3	Differentiate, critically evaluate, select and use appropriate theories under the cognitive approach in counselling.	Evaluate
CO 4	Differentiate, critically evaluate, select and use appropriate theories under the humanistic approach in counselling.	Evaluate
CO 5	Differentiate, critically evaluate, select and use appropriate theories under the integrative and multi-modal approaches in counselling.	Evaluate

b. Syllabus

Units	Content	Hrs.
I	Psychodynamic Approach: Theories of human nature and personality- Sigmund Freud- Erikson- Karen Horney and Winnicott; Therapeutic Process. Jung's Analytical Therapy: Basic Concepts; Structure of Psyche; Dynamics of Psyche; Psychological Types; Process of therapy.	12
II	Behavioral Approach: Theories of human nature and personality - Ivan Pavlov - Skinner; Behavioral therapeutic process. Reality Therapy: Theory and Therapeutic Process.	12
III	Cognitive Approach: Cognitive theories of Human Nature and Personality-Aron Beck -Albert Ellis; Therapeutic process. Cognitive Behavior Modification: Donald Meichenbaum's approach to counselling.	12
IV	Humanistic Approach: Human nature and personality-Carl Roger - Abraham Maslow; Therapeutic Process. Transactional Analysis: Introduction; the Ego states; Kinds of transactions; transactions and strokes; life positions and games; Therapeutic Process.	12
V	Integrative Approach: Concept of Integrative Approach; Therapeutic	12

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Brammer, L. M. & Shostrom, E. L. (1997). Therapeutic Psychology: Fundamentals of Counselling and Psychotherapy. Inglewood Cliffs, NJ: Prentice House.
2. Capuzzi, D. & Stauffer, M.D (2016) Counseling and Psychotherapy: Theories and Interventions. (6th ed.). USA: American Counseling Association
3. Corey, G. (2008). Student Manual for Theory and Practice of Counselling and Psychotherapy (8th ed.). CA: Brooks/Cole. Corey, G. (2008). Theory and Practice

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- of Counselling and Psychotherapy (8th ed.) Canada: Brookes/Cole.
4. Cottone, R. R. (2017). *Theories of Counselling and Psychotherapy: Individual and Relational Approaches*. New York;Springer Publishing Company.
 5. Gibson, R. L., & Mithell, M. H. (2005). *Introduction to Counselling* (6th ed.). New Delhi: Pearson Education. James, R., & Gilliland, B. (2003). *Theories and Strategies in Counseling and Psychotherapy*. Boston, MA: Allyn and Bacon.
 6. McLeod, J. (2008). *An Introduction to Counselling*. (3rd ed.) (An Indian Reprint). Rawath Publication. Jaipur. Nelson-Jones, R. (2014). *Nelson-Jones' Theory and Practice of Counselling and Psychotherapy*. (6th ed.). Sage Publications Ltd
 7. Borden, W. (2021). *Neuroscience, psychotherapy and clinical pragmatism: Reflective practice and therapeutic action*. Routledge.
 8. Chiboola, H. (2019). *Traditional counselling: Theory, practice and research*. Cambridge Scholars Publishing.
 9. Jones-Smith, E. (2019). *Theories of counseling and psychotherapy: An integrative approach*. SAGE Publications.
 10. Taukeni, S. G. (2020). *Counseling and therapy*. BoD – Books on Demand.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	2	3	1	3
C02	3	2	3	1	3
C03	3	2	3	1	3
C04	3	2	3	1	3
C05	3	2	3	1	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

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S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	N A	CO1, CO2, CO3, CO4,CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	N A	CO1, CO2, CO3, CO4,CO5

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	N A	CO1, CO2, CO3, CO4,CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	N A	CO1, CO2, CO3, CO4,CO5

NA – Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - III

AP 303 B PARADIGMS OF COUNSELLING

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Discuss the application of classical psychoanalysis in counselling.	Uses of	Apply
	OR		
1(B)	Give a detailed account of logotherapy and list out its merits and demerits.	Description	Understand
2(A)	Compare and contrast classical conditioning and operant conditioning.	Distinguish	Analyse
	OR		
2(B)	Critically evaluate reality therapy.	Critique	Evaluate
3(A)	Explain the process of cognitive behaviour modification.	Explain	Understand
	OR		
3(B)	Describe important theories under the cognitive approach.	Description	Understand
4(A)	Elucidate the view of human nature of humanistic approach and its relevance in counselling.	Explain	Understand
	OR		
4(B)	Give a detailed account of transactional Analysis	Description	Understand
5(A)	Critically evaluate the application of existential perspective in counselling.	Critique	Evaluate
	OR		
5(B)	Explain the therapeutic process of the multimodal approach with suitable examples.	Explain	Understand

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 303 C – ORGANIZATIONAL BEHAVIOUR

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Summarize various individual and group processes in organization.	Understand
CO 2	Formulate and propose various organizational design and organizational change.	Create
CO 3	Predict and appraise the effects of stress, decision making and other aspects of organizational processes on organizational outcome.	Evaluate
CO 4	Examine about Diversity and Inequity in the Workplace	Analyze
CO 5	Hypothesize about conflict and conflict resolution in organization.	Create

b. Syllabus

Units	Content	Hrs.
I	Introduction and historical background, Theories, Contemporary challenges in Organizational. Goals - Ethics and behaviors in organizations.	12
II	Individual processes in organizations: perception; attitudes; personality and motivation- need theories, cognitive and behavioral theories and techniques; Intrinsic rewards.	14
III	Organizational processes: Leadership and management; Communication processes; Decision Making and problem solving processes; Power and political behavior; Conflict and Negotiation in organizations; Groups and Interpersonal processes in organizations.	16
IV	Stress in organizations. Organizational design, Organizational culture, Organizational change and development.	09
V	Diversity and Inequity in the Workplace Positive organizational behavior: positive psychology Positive Emotion in Organizations; Engagement at work; work related flow; grit; thriving in organizations.	09

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. DuBrin, A. J. (2012). Essentials of Management (9th ed.). USA: South Western, Cengage Learning.
2. Griffin (2005). Organizational Behavior, Managing People and Organizations. New Delhi, Bistantrs
3. Hellriegel, D. Slocum, J.W. & Woodnan, R.W. (2001). Organizational Behavior (9th edn) Singapore: South-Western College Publishing.
4. Joseph E. C. (2011). Organizational Behavior: Integrating Individuals, Groups, and Organizations. Routledge Publishers.
5. Luthans, F. (2010) Organizational Behavior: An Evidence-Based Approach

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(12th ed.). McGraw-Hill/ Irwin.

6. Miner, J.B (2002) *Organizational Behavior: Foundations, Theories, and Analyses*. Oxford University Press
7. Robins, S.P & Judge, T. A (2018). *Essentials of Organizational Behaviour* (14th ed.). Pearson
8. Black, J. S., Gardner, D. G., Pierce, J. L., & Steers, R. M. (2019). *Organizational behavior*.
9. Buchanan, D., & Huczynski, A. (2019). *Organizational behaviour*. Pearson UK.
10. Smith, P. E., Yellowley, W., & McLachlan, C. J. (2020). *Organizational behaviour: Managing people in dynamic organizations*. Routledge

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	2	3	3
C02	2	2	2	2	3
C03	2	3	3	2	3
C04	2	3	3	2	3
C05	2	2	3	3	2

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S	Criteria	100%	75%	50%	25%	0	Relation
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No.						%	to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - III

AP 303 C ORGANIZATIONAL BEHAVIOUR

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Summarize three levels of analysis in a organization behaviour? Explain whether they are related?	Assess	Understand
OR			
1(B)	List how feedback is important in managing organizational behaviour	Assess	Understand
2(A)	Formulate various organisational design suitable for startup in the field of creative content creation	Assess	Create
OR			
2(B)	Propose a suitable personality and motivation profile for a team leader in a new organization	Assess	Create
3(A)	Explore how various factors influence the effectiveness of leadership	Assess	Evaluate
OR			
3(B)	Explore the various external reasons for the change in organisational culture.	Assess	Evaluate
4(A)	What happens when a group falls in to groupthink bias ?	Assess	Analyze
OR			
4(B)	How group decisions can be made more effective?	Assess	Analyze
5(A)	As an HR manager for an IT industry formulate some suitable conflict resolution strategies	Assess	Create
OR			
5(B)	Compare and contrast tradition v/s modern view of conflict.	Assess	Create

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 304 A- PSYCHOTHERAPY I

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Differentiate the therapeutic processes based on the various schools of psychology	Understand
CO 2	Examine the theoretical principles underlying the various therapeutic approaches	Analyze
CO 3	Employ the appropriate techniques and procedures of Psychotherapy	Apply
CO 4	Demonstrate the necessary skills required for providing therapy	Skill
CO 5	Demonstrate the efficiency to provide therapy for diverse populations	Skill

b. Syllabus

Units	Content	Hrs.
I	Meaning, Definition and Objectives of Psychotherapy; Therapeutic Process, Therapeutic Perspectives: Psychodynamic, Behaviouristic, Cognitive, Existential, Person- Centered.	18
II	Introduction to Behaviouristic Approach and Theoretical Principles; Classical Conditioning: Systematic Desensitization, Jacobson's Progressive Muscle Relaxation, Flooding, Implosive Therapy, Assertiveness Training, Aversive Therapy, Paradoxical Intention. Operant Conditioning: Token Economy, schedules of reinforcements, Shaping, Premack Principle, Extinction Procedures, Negative Practice, Exposure Response Prevention. Social Learning Approach: Modeling (live modeling; participant modeling/ behaviour rehearsal, symbolic modeling and covert modeling).	18
III	Cognitive Therapies -Cognitive Therapy (Aron Beck): Brief history, Core beliefs, Cognitive distortions, Therapeutic goals and process; Techniques, Procedures and its application.	18
IV	Cognitive Behavioural Therapies, Assumptions; Rational Emotive Behavioural Therapy (Albert Ellis): Brief History, Key concepts, View of Human Nature, View of Emotional Disturbance, 'Musts', A-B-C Framework, Therapeutic process and techniques (cognitive, emotive and behavioural). Cognitive Behaviour Modification (Donald Meichenbaum): Therapeutic goals and process, Reflection on beliefs and self-instructions, Application of techniques and procedures, Stress Inoculation Technique, Techniques, Procedure and its application.	18
V	Existential Psychotherapy: Goals, Freedom, Responsibility and Choice, Isolation and Loving, Meaning and Meaninglessness), Techniques, Procedure and its application.	18

DEPARTMENT OF APPLIED PSYCHOLOGY

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Gerald, C. (2008). Theory and Practice of Counselling and Psychotherapy
Publisher: Thomson Brooks/Cole.
2. Jones-Smith, E. (2019). Theories of counselling and psychotherapy: An integrative approach. SAGE Publications
3. Beck, J. S. (2020). Cognitive behavior therapy: Basics and beyond (3rd ed.).
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4. Bernard, M. E., & Dryden, W. (2019). Advances in REBT: Theory, practice,
research, measurement, prevention and promotion. Springer.
5. Deurzen, E. V., & Arnold-Baker, C. (2018). Existential therapy: Distinctive features.
Routledge.
6. Dryden, W., & Bernard, M. E. (2019). REBT with diverse client problems and
populations. Springer.
7. Wampold, B. E. (2018). The basics of psychotherapy: An introduction to theory
and practice. Theories of Psychotherapy Seri.
8. Yalom, I. D. (2020). Existential psychotherapy. Basic Books.
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Modification and Therapy. Boston, MA: Springer US.
10. Bergin, A., & Garfield, S. (1994). Handbook of psychotherapy and behavior
change. New York [etc.]: John Wiley & Sons.
11. Carson & Butcher. (2010). Abnormal Psychology (13th ed). New Delhi: Pearson
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13. Hofmann, S. G. (2012). An Introduction to Modern CBT. USA: Wiley-Blackwell.
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New York: Oxford University Press.
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Applications. New Delhi: Sage Publications.
16. Raymond, J. C & Danny, W. (2010). Current Psychotherapies Publisher: Brooks
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17. Rimm, D. C & Masters, J. C. (1979). Behaviour Therapy; Techniques and
Empirical Findings. New York: Academic Press.
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Hall of India Pvt. Ltd. New Delhi.
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Sage Publications.
20. Stein, S.M. Hough, R. & Stein, J. (1999). Essentials of Psychotherapy. UK: Hodder
Arnold Publishers.
21. Wolberg. L.R. (1989). The Technique of Psychotherapy. Vol. I & II London,
Warburg and Heinmann.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3

DEPARTMENT OF APPLIED PSYCHOLOGY

C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

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h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to Cos
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	N A	CO1, CO2, CO3, CO4,CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	N A	CO1, CO2, CO3, CO4,CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - III

AP 304 A PSYCHOTHERAPY I

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Elaborate on the meaning, definition and objectives of psychotherapy.	Explain	Understand
OR			
1(B)	Briefly explain the behaviouristic perspective of therapy.	Explain	Understand
2(A)	Describe the different types of schedules of reinforcements that can be used to shape behavior.	Explain	Remember
OR			
2(B)	Briefly describe the process of systematic desensitization.	Explain	Remember
3(A)	Explain the different types of cognitive distortions that can lead to maladaptive thinking patterns?	Explain	Analyse
OR			
3(B)	Explain the therapeutic goals of cognitive therapy.	Explain	Remember
4(A)	Describe the A-B-C framework used in the Rational Emotive Behavioral Therapy.	Describe	Understand
OR			
4(B)	Highlight the importance of "self-instructions" in the Stress Inoculation Technique.	Explain	Apply
5(A)	Explain the key concepts of "Responsibility and Choice" according to Existential Psychotherapy.	Explain	Understand
OR			
5(B)	Elaborate on the goals of the Existential Psychotherapy.	Describe	Remember

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 304 B – COUNSELLING INTERVENTIONS

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Summarise, select and make use of methods and techniques of counselling based on the psychoanalytic approach to counselling	Skill
CO 2	Summarise, select and make use of methods and techniques of counselling based on the behaviouristic approach to counselling	Skill
CO 3	Summarise, select and make use of methods and techniques of counselling based on the cognitive and cognitive behavioural approaches to counselling	Skill
CO 4	Summarise, select and make use of methods and techniques of counselling based on the existential and gestalt approaches to counselling	Skill
CO 5	Summarise, select and make use of methods and techniques of counselling based on the person centred approach to counselling	Skill

b. Syllabus

Units	Content	Hrs.
I	Psychoanalytic Therapy: Freud's Psychoanalytic Therapy - Key concepts, Therapeutic process and goals, Therapist's function and role, Clients' experience in therapy, Relationship between therapist and client, Therapeutic techniques and procedures, Therapy with diverse populations; Adlerian psychotherapy - Background, Therapeutic process, Techniques, Procedure and its application	11
II	Behaviour Therapy: Background, Behavioral therapeutic process, Techniques, Application of behavioral techniques and procedures, Therapy with diverse populations; Multimodal Therapy - View of human nature, Therapeutic goals, Therapist's function and role, Clients' experience in therapy, Relationship between therapist and clients, Application of techniques- Relaxation training and related methods, Systematic desensitization, Exposure Therapies, Eye movement, desensitization and reprocessing, Assertion training, Self-management and self-directed behaviour; Techniques, Procedure and its application.	13
III	Cognitive Therapy (Aron Beck): Brief history, Key concepts- Core beliefs, Cognitive distortions, Therapeutic goals and process, Application of techniques and procedures, Application on diverse population. Rational Emotive Behavioural Therapy (Albert Ellis): Brief History, Key concepts - View of Human Nature, View of Emotional Disturbance, 'Musts', A-B-C Framework, Therapeutic process and techniques (cognitive, emotive and behavioural), REBT with diverse population. Cognitive Behaviour Modification (Donald Meichenbaum): Key	13

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	Concepts- Therapeutic goals and process, Reflection on beliefs and self-instructions, Application of techniques and procedures, Stress Inoculation Technique, Application on diverse population.	
IV	Existential Therapy (Viktor Frankl and Rollo May): Background, Key concepts - View of human nature, Logotherapy, Capacity for self-awareness, Freedom and responsibility, Striving for identity and relationship to others, Search for meaning, Anxiety as condition for living, Awareness of death and non-being, Therapeutic process and goals, Therapist's function and role, Clients' experience in therapy, Relationship between therapist and client, Therapeutic techniques and procedures; Areas of application. Gestalt Therapy: Introduction to Gestalt therapy, Theoretical Concepts- View of Humankind, Wholeness, Integration and Balance, Awareness, Nature of Growth Disorder; Therapeutic process and techniques, Therapy with diverse population	12
V	Person Centered Therapy (Carl Rogers): Brief history, Therapeutic process and goals, Therapist's function and role, Clients experience in therapy, Relationship between therapist and client, Therapeutic techniques and procedures, Therapy with diverse population. Transactional Analysis (Eric Berne): Key Concepts, Therapeutic techniques and procedures, Areas of application	11

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Capuzzi, D. & Stauffer, M.D (2016) Counseling and Psychotherapy: Theories and Interventions. (6th ed). USA: American Counseling Association
2. Corey, G. (2016). Student Manual for Theory and Practice of Counselling and Psychotherapy. (10th ed). CA:Brooks/Cole.
3. Corey, G. (2013). Theory and Practice of Counselling and Psychotherapy. (9th ed). Wadsworth.
4. Dryden, W. & Mytton, J. (1999). Four Approaches to Counselling and Psychotherapy. New York: Routledge
5. James, R., & Gilliland, B. (2003). Theories and Strategies in Counseling and Psychotherapy. Boston, MA: Allyn and Bacon.
6. Seligman, L. W, & Reichenberg, L. W. (2014). Theories of Counseling and Psychotherapy: Systems Strategies and Skills.(4th ed). Pearson.
7. Sharf, R. S. (2011). Theories of Psychotherapy and Counselling: Concepts and Cases. (5th Ed). USA: Brooks/Cole, Cengage Learning.
8. Short, F. & Thomas, P. (2015). Core Approaches in Counselling and Psychotherapy. UK: Routledge
9. Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. John Wiley & Sons

c. Mapping of Program Outcomes with Course Outcomes

DEPARTMENT OF APPLIED PSYCHOLOGY

	P01	P02	P03	P04	P05
C01	3	2	3	1	3
C02	2	2	3	1	3
C03	3	2	3	1	3
C04	3	2	3	1	3
C05	3	2	3	1	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

DEPARTMENT OF APPLIED PSYCHOLOGY

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to Cos
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - III

AP 304 B COUNSELLING INTERVENTIONS

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Critically evaluate the application of psychodynamic counselling in the present context.	Critique	Evaluate
OR			
1(B)	Explain the therapeutic methods and techniques based on classical psychoanalysis.	Explain	Understand
2(A)	Give a detailed account of systematic desensitization and list out its merits and demerits.	Description	Understand
OR			
2(B)	Describe important behaviour modification techniques with suitable examples.	Description	Understand
3(A)	Explain the process of Rational Emotive Behaviour Therapy.	Explain	Understand
OR			
3(B)	Compare and contrast cognitive therapy and cognitive behaviour modification.	Distinguish	Analyze
4(A)	Elucidate the therapeutic techniques of Gestalt therapy.	Explain	Understand
OR			
4(B)	Discuss the application of logotherapy in counselling and critically evaluate its effectiveness.	Description	Understand
5(A)	Explain the methods and techniques of Transactional Analysis.	Explain	Understand
OR			
5(B)	Critically evaluate the therapeutic process of person centered counselling.	Critique	Evaluate

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 304 C – HUMAN RESOURCE MANAGEMENT

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Summarize the characteristics and roles of Human Resource Management	Understand
CO 2	Use the role of HR in facilitating change in a dynamic environment to impact organizational performance	Apply
CO 3	Identify approaches for performance appraisal and implementation of appropriate incentives for the employees	Analyze
CO 4	Demonstrate strategies for orientation, training and development to enhance the competencies and skills of the employees	Skill
CO 5	Demonstrate efficiency in recruitment process based on the performance needs of the organization	Skill

b. Syllabus

Units	Content	Hrs.
I	Human Resources Management: definition; aims of HRM; characteristics of HRM; HRM and Personnel Management; HRM in Dynamic Environment; Impacts of HR on organizational performance; Role of HR – The role of HR in facilitating and managing change; variations in the practice of HR.	12
II	Human Resource Planning: Objectives, Importance, Process of HRP, Methods and techniques of HR, Uses and benefits of man power planning -problems and limitations; Job Analysis: Nature and use of job analysis, methods of job analysis, Process of job analysis. Job Description (JD), Job Specification (JS) and Role Analysis; Job design and redesign: Nature, techniques for designing jobs.	10
III	Acquisition of Human Resources: Recruitment: Definition, Process and methods, policies and procedures, limitations, external Vs internal recruitment; Selection: Purpose, processes and methods, Tools of employees' selection, Job Evaluation – Concepts & Methods; Induction and placement: Aims and objectives of placement, induction/orientation. Internal mobility: Concept, transfer and employee separations.	14
IV	Performance management in workers: Job changes; dislocations – promotions & transfers; Job enlargement; enrichment policies; Enhancing productivity through motivational strategies.	14
V	Rewarding people; Incentives- financial & Non-financial; Reward management: - Aim; the philosophy of reward management; the elements of reward management; developing reward strategy; components of an effective reward strategy and implementing reward strategy.	10

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Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Armstrong, M. (2006). A Handbook of Human Resource Management Practice (10th Ed). Armstrong, M. (2006). A Handbook of Human Resource Management Practice (10th Ed). Kogan Page
2. Erbe, N, D (2014). Approaches to Managing Organizational Diversity and Innovation (Advances in Human Resources Management and Organizational Development). Idea Group, U.S
3. Aswathappa, K. (2010). Organisational behaviour. Mumbai [India]: Himalaya Pub. House.
4. PATTANAYAK, B. (2020). Human resource management (6th ed.). PHI Learning Pvt.
5. Stewart, G. L., & Brown, K. G. (2019). Human resource management. John Wiley & Sons.
6. Michael. A. (2006). A Handbook of Human Resource Management Practice. Kogan Page Publishers.
7. Pareek, U & Rao, T.V (2017). Designing and Managing Human Resource Systems (3rd ed.). Oxford & IBH Publishing Co Pvt.Ltd.
8. Pareek, U & Sushama, K. (2016). Understanding Organizational Behaviour (4th ed.). Oxford.
9. Pinnington, A., Macklin, R., & Campbell, T (2007). Human Resource Management: Ethics and Employment. Oxford University Press, USA.
10. Stone, D., Stone- Rumero, E (2007). The Influence of Culture on Human Resource Management Processes and Practices. Psychology Press.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	1	3	3
C02	3	3	1	3	3
C03	3	3	1	3	3
C04	3	3	1	3	3
C05	3	3	1	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2

DEPARTMENT OF APPLIED PSYCHOLOGY

Total	8	8	8	8	8
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f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowled ge and Understa nding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presenta tion 50%	Well Communicate d with logical sequences, examples, and references	Communica ted with sequences	Just Communi- cated	No coherent communication	NA	C01, C02, C03, C04, C05

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - III

AP 304 C HUMAN RESOURCE MANAGEMENT

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Define and delineate the aims and characteristics of human resource management and their impact on organizational performance.	Explain	Understand
OR			
1(B)	Describe in detail the role of an HR in facilitating and managing change in a dynamic environment.	Describe	Apply
2(A)	Elucidate the purpose and strategies of human resource management and planning.	Explain	Analyse
OR			
2(B)	Discuss the nature and use of job analysis and elaborate its methods and processes.	Distinguish	Analyse
3(A)	Identify the policies and procedures of the recruitment processes.	Identify	Remember
OR			
3(B)	Summarise the concept and methods of job evaluation and highlight the importance of internal mobility of the employees.	Summarize	Understand
4(A)	Elucidate the role of HR in talent management of employees from the perspective of their orientation and training.	Describe	Apply
OR			
4(B)	Identify the strategies for performance appraisal and enhancing productivity of the employees.	Identify	Remember
5(A)	Indicate the different ways of implementing financial and non-financial incentives.	Explain	Apply
OR			
5(B)	Describe in detail the components of reward management and its role in employee's growth.	Describe	Remember

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 305 A – CHILD & GERIATRIC PSYCHOPATHOLOGY

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Identify and state the cultural beliefs and risk factors for childhood disorders	Remember
CO 2	Classify the various childhood disorders	Understand
CO 3	Distinguish between the various symptoms of behavioural problems during childhood	Analyze
CO 4	Classify the various psychological disorders related to aging	Understand
CO 5	Demonstrate efficiency in distinguishing the symptoms of various neurocognitive and degenerative disorders.	Skill

b. Syllabus

Units	Content	Hrs.
I	Introduction to child psychopathology- Cultural Beliefs and Risk Factors for Childhood Disorders; Autism and Autism Spectrum Disorder.	7
II	Intellectual Disability; Learning Disorders; Communication Disorders	6
III	Behavior Problems: Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder, and Conduct Disorder; Childhood Anxiety and Depression; Elimination Disorders.	6
IV	Neurocognitive Disorders- Delirium; Major Neurocognitive Disorder; Mild Neurocognitive Disorder; Subtypes of Major and Mild Neurocognitive Disorders; Neurocognitive Disorder Due to Alzheimer's Disease; Vascular Neurocognitive Disorder; Frontotemporal Neurocognitive Disorder.	7
V	Psychological Disorders Related to Aging: Anxiety Disorders and Aging; Depression and Aging; Sleep Problems and Aging.	4

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Nevid, Rathus & Greene (2008). Abnormal Psychology. 9th Edition. Pearson.
2. Barlow, D., & Durand, V. (2015). Abnormal psychology: An Integrative Approach (7th ed.). Belmont: Wadsworth, Cengage Learning.
3. Carson & Butcher. (2010). Abnormal Psychology (13th Ed). New Delhi: Pearson Education, Inc. Comer, R. (2013). Abnormal Psychology (8th ed.). New York: Worth.
4. Hecker, J. E., & Thorpe, G.I. (2010). Introduction to Clinical Psychology. New Delhi: Pearson Education, Inc. Kring, A., Johnson, S., & Davison, G. (2013). Abnormal psychology (12th ed.). Hoboken, N.J.: Wiley.
5. Sadock, B., & Sadock, V. (2007). Kaplan and Sadock's Synopsis of Psychiatry. Philadelphia: Wolters Kluwer Lippincott Williams and Wilkins.

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6. Sarason, I. G., & Sarason, B. R. (2010). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (11th ed.). New Delhi: Prentice Hall of India Pvt Ltd.
7. Hantke, N., Etkin, A., & O'Hara, R. (2020). *Handbook of mental health and aging*. Academic Press.
8. Matson, J. L. (2018). *Handbook of childhood psychopathology and developmental disabilities assessment*. Springer.
9. Prasher, V. P., Davidson, P. W., & Santos, F. H. (2020). *Mental health, intellectual and developmental disabilities and the ageing process*. Springer Nature.
10. Venta, A., Sharp, C., Fonagy, P., & Fletcher, J. M. (2021). *Developmental psychopathology*. John Wiley & Sons.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	2	2
C04	3	3	3	3	2
C05	3	3	3	2	2

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

DEPARTMENT OF APPLIED PSYCHOLOGY

g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4,CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4,CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4,CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4,CO5

NA - Not Attended

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i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - III

AP 305 A CHILD & GERIATRIC PSYCHOPATHOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Identify the various cultural beliefs and risk factors that lead to childhood disorders	Identify	Understand
OR			
1(B)	Describe in detail the clinical features of Autism Spectrum disorders	Describe	Understand
2(A)	Explain the different levels of Intellectual disability and the associated training and employability criteria of the individuals.	Explain	Analyse
OR			
2(B)	Distinguish the clinical features of various learning disability.	Distinguish	Analyse
3(A)	Distinguish between various elimination disorders and their causal factors	Distinguish	Analyse
OR			
3(B)	Compare and contrast the clinical features of Oppositional Defiant Disorder, and Conduct Disorder	Examine	Analyse
4(A)	Explain in detail the clinical features of the sub types of Major and Mild Neurocognitive Disorders	Explain	Understand
OR			
4(B)	Explain the clinical features and causal factors of Vascular Neurocognitive Disorder	Explain	Understand
5(A)	Discuss the various sleep related problems that occur among geriatric population	Explain	Understand
OR			
5(B)	Elaborate the social factors that contribute to anxiety and depression among the aged.	Examine	Analyse

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 305 B – CAREER COUNSELLING

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Differentiate the model and theories of career development	Understand
CO 2	Use the knowledge of career planning and decision making in different settings	Apply
CO 3	Employ various psychological assessments which aids in career counselling	Apply
CO 4	Design interventions for career counselling among various target groups	Skill
CO 5	Demonstrate skills for helping individuals of diverse age groups in promoting career development	Skill

b. Syllabus

Units	Content	Hrs.
I	Introduction to career counselling; History; Theories of Career Development and Decision Making; Overview of Career Development Models; Donald's Super's Career Development Theory, Bandura's Social Cognitive Theory, Nancy Schlosberg's Career Shift Theory, Holland's Self Directed Search.	6
II	Career Counselling and the Development of Human Potential; Career Planning and decision making in schools; Career Counselling in non-school settings; Computerized Career Assistance Systems; Occupational Classification and Sources of Occupational Information.	5
III	Promoting Career Development and Aspirations in Youth, counselling for Career Choice: Implications for Improving Interventions and Working with Diverse Populations, Counselling for Choice Implementation; Counselling for Work Adjustment.	6
IV	Assessment: Intelligence testing, Aptitude tests, Special aptitude tests, Aptitude batteries, Scholastic Aptitude Tests, Vocational assessment; Academic Achievement tests, Interest inventories, Observation instruments; self-reporting; group assessment techniques, Personality tests.	6
V	Designing and Preparing Module for Career Counselling for a specific target group and conducting career related activities in the field. Obtaining License and Registration from Professional Bodies/ Associations.	7

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Brown, S. D & Lent, R.W (2005). Career Development and Counseling: Putting

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- Theory and Research to Work. Canada: John Wiley & Sons, Inc.
2. Athanasou, J. A., & Perera, H. N. (2020). International handbook of career guidance. Springer Nature.
 3. Maree, J. G. (2019). Handbook of innovative career counselling. Springer.
 4. Nota, L., Soresi, S., Maggio, I. D., Santilli, S., & Ginevra, M. C. (2020). undefined. Springer Nature.
 5. Gibson & Mitchell (2003) Introduction to Counseling and Guidance. 6th edition Pearson Education.
 6. Gibson, R.L. and Mitchell, M.H. (2010). Introduction to Counselling and Guidance. New Delhi: PHI Learning Private Limited. Kinra. (2010). Guidance and Counselling. New Delhi: Pearson Learning Inc.
 7. Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counselling. New York: Brooks / Cole. McLeod, J. (2009). Counselling Skills. New Delhi: Rawat Books Ltd.
 8. Narayana Rao (2003) Counseling and guidance. 2nd edition. New Delhi. Tata Mc Graw Hill. Nystul (1999). Introduction to Counseling. As art and science perspective. Allyn & Bacon.
 9. Patton, W. & McMahon, M.L - 2nd edition - (2006) - Career development and systems theory: Connecting theory and practice - Rotterdam: Sense Publishers
 10. Ram Nath Sharma and Rachana Sharma. (2013). Guidance and Counselling in India. New Delhi: Atlantic Publishers & Distributors (P) LTD.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

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Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	C01, C02, C03, C04, C05
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - III

AP 305 B CAREER COUNSELLING

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Describe in detail Donald's & Super's theory of career development.	Describe	Understand
OR			
1(B)	Examine Holland's self-directed search theory and demonstrate its use by giving a hypothetical example of helping an individual in making decisions regarding their career.	Examine	Apply
2(A)	Elucidate the uses of career planning and decision making in schools and non-schools setting.	Explain	Apply
OR			
2(B)	Examine the available sources of occupational information and the benefits of computerised career assistance systems.	Examine	Analyse
3(A)	Point out the different ways of promoting career development and aspirations in school age youth and providing counselling for career choice.	Examine	Analyse
OR			
3(B)	Design two relevant interventions for work adjustment among diverse populations.	Develop	Create
4(A)	Elucidate the applications of various scholastic aptitude tests and interest inventories in the context of career counselling	Describe	Apply
OR			
4(B)	Describe the relevance of intelligence testing and different personality tests for career planning in school settings.	Describe	Apply
5(A)	Design a model for career counselling for a specific target group.	Develop	Create
OR			
5(B)	Explain in detail the criteria of eligibility and the process of obtaining license from professional bodies.	Explain	Understand

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 305 C – HUMAN RESOURCE DEVELOPMENT

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Summarize the process and mechanism of HRD	Understand
CO 2	Examine the planning and building of HRD in the contemporary Indian Context	Analyze
CO 3	Use the various training methods in employee orientation and development	Apply
CO 4	Articulate the promotion and enrichment policies of an organization	Skill
CO 5	Demonstrate efficiency in developing appraisal techniques and incentives management	Skill

b. Syllabus

Units	Content	Hrs.
I	Need and role of HRD, Process and mechanism of HRD, planning, building and controlling HRD, HRD in Indian context.	6
II	Training and development: Employee orientation, training and learning; Ethical and legal issues in training; Training process - Training needs analysis, methods and steps in training, evaluation of training; Development Vs training - Forms of training, approaches to training and development.	6
III	Management development and succession planning; Job changes and dislocations; promotion and transfer policies; Job enlargement; enrichment policies.	6
IV	Performance appraisal and Reward management: Performance appraisal: Concept, Objectives, Process, Characteristics of an effective appraisal system; Measures and Methods of performance Appraisal: Types of tests and appraisal techniques, Performance management, Past oriented and future oriented appraisalsystems; Challenges of performance appraisal; Appraisal and performance management.	6
V	Employee compensation: Job evaluation- Concept and methods, recent developments in compensation management; Wages and pay structure: Determinants; Incentives: schemes, forms and types; Quality of work life and work life balance.	6

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Pareek, U & Rao, T.V (2017). Designing and Managing Human Resource Systems (3rd ed.). Oxford & IBH Publishing Co Pvt.Ltd.
2. Carbery, R., & Cross, C. (2017). *Human resource development: A concise introduction*. Bloomsbury Publishing.

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3. Ltd, S. P. (2021). *undefined*. SAGE Publishing India.
4. Sadler-Smith, E. (2021). *Human resource development: From theory into practice*. SAGE.
5. Armstrong, M. (2000). *Human Resource Management Practice*. London: Kogan Page
- Cascio, W F. (2006). *Managing human Resources: Productivity, Quality of Work Life, Profits*. New Delhi: TMGH.
6. Chadha, N.K. (2012). *Human resource management: Issues, case studies and experimental exercises (3rd ed.)*. New Delhi: SS Printographers.
7. Deb, T. (2006). *Strategic approach to Human Resource Management. Concept, Tools & Application*. New Delhi: Atlantic Publishers and Distributors
8. Dressler, G. (2008). *Human Resource Management*. Upper Saddle River, NJ: Pearson Education.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	1	3	3
C02	3	3	1	3	3
C03	3	3	1	3	3
C04	3	3	1	3	3
C05	3	3	1	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

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g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - III

AP 305 C HUMAN RESOURCE DEVELOPMENT

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Highlight the need and role of HRD in the Indian Context.	Describe	Understand
OR			
1(B)	Describe in detail the process and mechanism of planning and building a strong human resource division of an organization.	Describe	Understand
2(A)	Indicate the importance of employee orientation and training and identify the ethical and legal issues of the same.	Examine	Analyse
OR			
2(B)	Explain the process of identifying training needs and differentiate between development and training approaches.	Distinguish	Analyse
3(A)	Give a detailed account of employment and succession planning.	Describe	Remember
OR			
3(B)	Discuss the job enlargement and enrichment policies.	Describe	Understand
4(A)	Outline the objectives of performance appraisal and explain the measures and techniques of the same.	Describe	Understand
OR			
4(B)	Identify the challenges of performance appraisal and design a hypothetical appraisal management system for an educational institution.	Develop	Create
5(A)	Discuss the methods of job evaluation and the recent developments in compensation management.	Describe	Analyse
OR			
5(B)	Highlight the importance of work life balance and the role of HR in improving the quality of work life of employees.	Explain	Apply

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 306 – PRACTICUM & FIELDWORK-III

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	conduct assessments to measure types of personality, span of development and disability	Skill
CO 2	interpret the findings of the assessment	Understand
CO 3	develop an assessment report based on the results obtained	Create
CO 4	illustrate the need and strength, rationale, and limitations of experimental method	Apply

b. Syllabus

Course Objectives	<ul style="list-style-type: none"> ❖ To acquaint practical skills that may enhance students' opportunities for higher studies or employment. ❖ To develop student's knowledge related to administration, interpretation of scores and report writing of an assessment. ❖ To identify how to use the various methods used in experimental psychology, both instrument and non-instrument based. ❖ To develop the knowledge and skills to apply and critique the various assessment tools. ❖ To provide students with knowledge about and hands-on practice with experimental methods in psychology
Pedagogy	<ul style="list-style-type: none"> ❖ Lecture ❖ Tutorial ❖ Discussion ❖ Laboratory work ❖ Fieldwork
Learning Outcome	<ul style="list-style-type: none"> ❖ Students will obtain practical skills that may enhance students' opportunities for higher studies or employment. ❖ Students will have a clear understanding of the knowledge related to administration, interpretation of scores and report writing of an assessment. ❖ Students will learn the how to use the various methods used in experimental psychology, both instrument and non-instrument based. ❖ Students will be able to develop the knowledge and skills to apply and critique the various assessment tools.

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Note: Students should have to do 5 assessments/experiments.

List of Assessments/Experiments

1. IPAT Depression scale
2. Beck's Depression Inventory
3. STAT
4. Family environment Scale
5. Presumptive Stressful Life Events Scale
6. Koh's Block Design test
7. Bender Gestalt test
8. Knox cube test
9. Neuro Psychological assessment
10. Attention Deficit Scales for Adults (ADSA)
11. PGI Brain Dysfunction (To assess the Brain Dysfunction of the subject)
12. Alexander Pass along test
13. Leadership
14. Managerial Effectiveness Scale
15. Organisational climate inventory
16. Job satisfaction scale
17. Marital adjustment Questionnaire
18. Adjustment Inventory
19. Guidance Need Inventory
20. Employee's mental health inventory
21. NIMHANS Neuropsychological Battery or any other Neuropsychological Battery

References:

1. Aiken, L.R., & Groth- Marnat, G. (2006). Psychological Testing and Assessment – 12th edition. Boston, MA: Pearson.
2. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D: Pearson Education.
3. Gregory, R.J. (2005). Psychological testing: History, principles and applications. NewDelhi: Pearson Education.
4. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
5. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
6. Morgan, J. E., & Ricker, J. H. (2017). *Textbook of clinical neuropsychology*. Taylor & Francis.
7. Marcotte, T. D., Schmitter-Edgecombe, M., & Grant, I. (2022). *Neuropsychology of everyday functioning* (2nd ed.). Guilford Press
8. Sherman, E., Tan, J., & Hrabok, M. (2020). *Compendium of Neuropsychological Tests: Fundamentals of Neuropsychological Assessment and Test Reviews for Clinical Practice*. Oxford University Press, Incorporated

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4. Semester wise- Courses & Syllabus in OBE Format

SEMESTER FOUR

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours
AP 401 A	Psychotherapy-II	Core	2	0	2	4	6
AP 401 B	Counselling in Different Settings	Core	2	0	2	4	6
AP 401 C	Organizational Development & Change	Core	2	0	2	4	6
AP 402	Internship (2 months) #	Core	0	4	4	8	12**
AP 403	Dissertation	Core	0	4	4	8	12**

AP 401 A- PSYCHOTHERAPY II

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Differentiate the major therapeutic approaches and develop one's own therapeutic philosophy	Understand
CO 2	Employ the appropriate techniques of therapy for specific psychological disorders	Apply
CO 3	Use appropriate approaches and techniques for couple therapy and family therapy	Apply
CO 4	Demonstrate efficiency in providing different forms of group therapy	Skill
CO 5	Articulate and use different modern psychotherapeutic approaches	Skill

b. Syllabus

Units	Content	Hrs.
I	Introduction to Humanistic Approach; Person Centered Therapy: Brief history, Therapeutic process and goals, Therapist's function and role, Clients' experience in therapy, Relationship between therapist and client, Therapeutic techniques and procedures, Therapy with diverse population.	12
II	Gestalt Psychotherapy: Background, Key Concepts; Therapeutic Relationship; Therapeutic Change; Enhancing Awareness; Integration and Creativity; Application of Techniques. Reality Therapy: Therapeutic Goals; Process; Strategies/ Techniques; Questioning, being positive, metaphors, humor, confrontation, paradoxical techniques.	12
III	Family Therapy: Historical and cultural contexts, Key Concepts	12

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Units	Content	Hrs.
	and Types; Strategic, Conjoint, Structural, Transgenerational, Symbolic- Experiential.	
IV	Group Therapy: Emergence, Types of Groups, Developmental Stages in Group; Self Help Group; Task Group; Encounter Group, T-Group.	12
V	Other Therapies: Brief Problem-Focused Therapy, Brief Solution-Focused Therapy, Solution-Oriented and Possibility Therapy, Dialectical Behaviour Therapy, Narrative Therapy.	12

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Capuzzi, D. & Gross, D. R (2017). Introduction to the Counseling Profession, 7th Ed. New York: Routledge Corey (2001). Manual for Theory and Practice of Counselling and Psychotherapy. (6th ed.). Pacific.
2. Corey, G (2008) Theory and Practice of Group Psychotherapy, 8th Ed. Pacific Grove, CA: Brooks/Cole.
3. Fehr, S. S. (2018). *Introduction to group therapy: A practical guide*. Routledge.
4. Ginger, S. (2018). *Gestalt therapy: The art of contact*. Routledge.
5. Linda Metcalf, L. (2018). *undefined* (2nd ed.). Springer Publishing Company.
6. Rosalind, D. R., & Dallos, R. (2010). *An introduction to family therapy: Systemic theory and practice*. McGraw-Hill Education (UK).
7. Skottun, G., & Krüger, Å. (2021). *Gestalt therapy practice: Theory and experiential learning*. Routledge.
8. Gladding, Samuel T. (2009). *Counselling - A Comprehensive Profession*, Sixth Edition, Pearson Education, Published by Kindersley.
9. Jacobs, Ed E., Masson, Robert L., Harvill, Riley L. (2009). *Group Counselling: Strategies and skills*. Thomson: Brooks/Cole. Nelson, K. (2013). *Principles & Techniques of Psychotherapy Course Manual*
10. Nichols, P.M & Schwartz C.R (2006). *Family Therapy - Concepts and Methods*, 7th Ed. Allyn and Bacon, Boston, Pearson Education, Inc.
11. Sommers-Flanagan, J & Sommers-Flanagan, R (2004). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques*. New Jersey: John Wiley & Sons, Inc.
12. Sharf, R.S (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases*, 5th Ed, Brooks/Cole, USA: Cengage Learning.

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c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

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g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

DEPARTMENT OF APPLIED PSYCHOLOGY

i. Model Question Paper

PROGRAMME: **MASTER OF SCIENCE IN APPLIED PSYCHOLOGY**

SEMESTER - IV

AP 401A: PSYCHOTHERAPY II

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Briefly explain the therapist's function and client's experience in PersonCentered therapy.	Explain	Understand
OR			
1(B)	How does the therapist act as a sounding board for the client and help himbring congruence between the ideal-self and real-self using the Q-sort technique?	Explain	Apply
2(A)	Explain the concepts of "unfinished business" and "energy blocks" and how we can apply techniques of "internal dialogue exercise" and "making therounds" to bring closure and release the energy block?	Explain	Apply
OR			
2(B)	What is the importance of the concepts of "planning" and "doing" and howare techniques of "questioning" and "being positive" used, to bring changein clients in reality therapy?	Describe	Analyse
3(A)	Briefly explain the concepts involved in multigenerational transmissionprocess and the nature of therapist's role in Bowen's Intergenerational approach.	Explain	Understand
OR			
3(B)	Describe the concepts of Structural Family Therapy.	Describe	Remember
4(A)	Briefly explain the developmental stages of group therapy.	Describe	Remember
OR			
4(B)	Elucidate the objectives of T-Group Therapy.	Explain	Understand
5(A)	Elaborate on the bio-psychosocial theory which forms the basis of dialectical behaviour therapy and describe the individual therapy and skillstraining provided for the patients.	Describe	Understand
OR			
5(B)	Explain the features of narrative therapy and solution oriented possibilitytherapy and outline the similarities and differences between the two therapies.	Distinguish	Analyse

DEPARTMENT OF APPLIED PSYCHOLOGY

AP 401 B - COUNSELLING IN DIFFERENT SETTINGS

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Make use of their understanding of various aspects of counselling in schools/an educational setting to develop a counselling plan and provide counselling to children with special needs and juvenile delinquents.	Apply
CO 2	Make use of their understanding of various aspects of counselling in schools/an educational setting to provide life skills training, crisis counselling, career counselling, addiction counselling and psychoeducation to parents.	Apply
CO 3	Make use of their understanding of various aspects of counselling in an organisational setting to develop plans for performance enhancement, well-being and stress management.	Apply
CO 4	Make use of their understanding of various aspects of counselling in a health setting to develop plans for health education, health promotion and provide counselling to the needy in a health setting.	Apply
CO 5	Make use of their understanding of various aspects of counselling in a community setting to develop plans for health education, crisis intervention and provide psychosocial care in the context of a disaster.	Apply

b. Syllabus

Units	Content	Hrs.
I	Counselling in Educational Settings I: Definition and Historical Background, Theories of Development and the Educational Process - Overview of theories of Piaget, Vygotsky, Erikson, Urie Bronfenbrenner, Kohlberg; Impairment, Disability, and Handicap - Definition of Children of Special Needs; Juvenile Delinquency: Definition, dynamics of juvenile delinquents, prevention and intervention.	12
II	Counselling in Educational Settings II: School counselling- Theory and techniques, Psycho education with Parents, Life Skills Training; Crisis Intervention – Suicide attempts, Sexual Abuse and Domestic Violence; Career Counselling; Individual Counselling for Personal Growth, Adjustment Problems at home or college, Interpersonal Relationship Issues, Suicide Attempts, Substance-Abuse etc.	12
III	Counselling in Organizational Setting: Definition and Meaning, Quality of Work Life Balance, Enhancement of Performance of Individuals, Well Being, Self-Regulation, Counselling for Displaced Employees, Job Satisfaction, Employee Absenteeism, Employee Turnover, Stress Management, Preretirement Counselling.	12
	Counselling in Health Setting: Health behavior and belief- Factors predicting health behavior and beliefs, health awareness and	

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Units	Content	Hrs.
IV	health seeking behavior; Stress and Coping: Definition and perspectives of stress (Stimulus-based, response -based and transactional perspectives), Sources of stress - Cataclysmic events, life events, and daily hassles, potential stressors; Coping with stress - personal resources, coping style and coping strategies; HIV/AIDS Counselling.	12
V	Counselling in Community Settings: Description, History and Evolution, Methods of Community Intervention: Prevention – Primary, Secondary, Tertiary; Crisis Intervention – features, techniques, and current status; Disaster Management Consultation – Definition and Types; Functions of a Consultant; Phases of Consultation; Practice of Mental Health Education.	12

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Arnol J., & Robertson, I .T.,&Coopen, C. L. (2016). Work Psychology- Understanding human behaviour in workplace. London: Mcmillan.
2. Kochhar, S.K. (2000). Guidance and Counselling in Colleges and Universities. New Delhi: Sterling Publishers.
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5. Neil, N. (1994). Health Psychology: An Introduction for Nurses and other health care professionals. London: ChurchillLiningstone
6. Reid,G. (2007). Motivating Learners in the Classroom - Ideas and Strategies. Paul Chapman Publishing.
7. Santrock, J.W. (2018). Educational Psychology, 6th Ed. New Delhi: Tata Mcgraw Hill Publishing Co Ltd.
8. Sarafino, P.E. (2011) Health Psychology: Bio- psychosocial interactions, 7th Ed.
9. Skinner, C. E. (1995). Educational Psychology, 4th ed. Prentice Hall of India, Pvt.Ltd.
10. Sonnentag, S.(2002). Psychological Management of Individual Performance. John Wiley & Sons Ltd. Taylor, E. (2018) Health Psychology. 10th Ed, New York, NY: McGraw-Hill.
11. Woolfolk, A. (2017). Educational Psychology, 13th Ed. Delhi: Pearson Education.

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12. Best, D. (2022). *Roles and contexts in counselling psychology: Professionals in practice*. Routledge.

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	1	3	1	3
C02	3	1	3	1	3
C03	3	1	3	1	3
C04	3	1	3	1	3
C05	3	1	3	1	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

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g. Rubric for Assignments

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

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i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY SEMESTER - IV

AP 401 B: COUNSELLING IN DIFFERENT SETTINGS END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Discuss various issues and challenges involved in counselling juvenile delinquents.	Description	Understanding
OR			
1(B)	Explain the application of various theories of development incounselling.	Explain	Understanding
2(A)	Critically evaluate the life skills training programmes in a schoolsetting	Critique	Evaluate
OR			
2(B)	Develop a career counselling plan in detail to conduct it among highersecondary students.	Construction	Create
3(A)	Give a detailed account of the roles and responsibilities of a counsellorin an organizational setting.	Description	Understanding
OR			
3(B)	Develop a training module to enhance the stress managementcapabilities of employees of an organisation.	Construction	Create
4(A)	Elucidate the issues and challenges involved in HIV/AIDScounselling	Explain	Understanding
OR			
4(B)	Critically evaluate health seeking behaviour among adolescents andsuggests ways to improve health seeking behaviour.	Critique	Evaluate
5(A)	Describe the concept of Psychological First Aid and explain itsapplication in disaster management.	Description	Understanding
OR			
5(B)	Explain the process of crisis intervention and describe the varioustechniques involved in it.	Explain	Understanding

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AP 401 C- ORGANIZATIONAL DEVELOPMENT AND CHANGE

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Summarize the characteristics of organizational development and its concepts	Understand
CO 2	Examine the factors that resist change and formulate strategies for overcoming the barriers to organizational growth	Analyze
CO 3	Distinguish the various models of organizational diagnosis and styles of change agents	Analyze
CO 4	Demonstrate efficiency in designing interventions for employee wellness and organizational growth	Skill
CO 5	Demonstrate competencies as an effective organizational development practitioner and carry out relevant research	Skill

b. Syllabus

Units	Content	Hrs.
I	Basic concepts of OD; History of OD; Future directions in OD, OD research and practice in perspective, Emergence of OD as an applied behavioural science, Competencies of an effective OD practitioner.	12
II	Organizational Growth and its implication for change: resistance to change, and overcoming resistance to change; individual and organizational barriers to change, Kurt Levin's Model of change: Force Field Analysis; Organizational Renewal and Re-energizing; Role of creativity and innovation in Institution Building.	12
III	Organizational diagnosis: Models of Diagnosis; consulting process, collecting and analyzing diagnostic information; organizational diagnostics tools: questionnaires, observation, interviews, workshops, task -forces and other methods.	12
IV	Designing interventions; An overview of interventions: Human process interventions, techno structural interventions, Human resource interventions, strategic interventions	12
V	Human process interventions: T Group, team building, organization confrontation meetings, grid organizational development; Techno-Structural Interventions: work design, TQM, downsizing, structural design; Human Resource Management Interventions: performance appraisal, Employee wellness, Career planning, goal setting; Strategic Interventions: integrated strategic change, culture change, trans organizational development, organizational learning and knowledge management interventions.	12

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

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References:

1. Beckhanrd, Richard and Harris, Reuben T, (1997). Organisational Transitions: Managing Complex Change, Addison, -Wesley, Mass.
2. Brown, D. R. (2011). An experiential approach to organization development (8th. Ed.). Upper Saddle River, NJ:Prentice-Hall.
3. French, W. L., Bell, C. H. & Zawacki, R. A. (Eds.). (2005). Organization development and transformation: Managingeffective change (6th. Ed.). Boston: Irwin McGraw-Hill.
4. French, W.L., Bell, C.H. & Zawacki, R.A. (1998). Organization Development: Behavioral Science Interventions forOrganization Improvement, 6th Ed. Pearson.
5. Hammer, Michael and Champy, James, (2001). Reengineering the Corporation: A Manifesto for Business Revolution,Harper Business, and New York.
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8. Kanter, R.M., Stein, B.A and Jick, T.D, (2003). The Challenge of Organisational Change, Free Press, New York. Kavitha Singh., (2010). Organisational change and Development, Excel Books New Delhi.
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11. Weisbord, M. R. (2004). Productive Workplaces Revisited: Dignity, Meaning, and Community in the 21st Century. San Francisco: Jossey-Bass.
12. Nistelrooij, A. V. (2020). *Embracing organisational development and change: An interdisciplinary approach based on social constructionism, systems thinking, and complexity science*. Springer Nature.
13. Singh, R., & Ramdeo, S. (2020). *undefined*. Springer Nature.

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c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	1	3	3
C02	3	3	1	3	3
C03	3	3	1	3	3
C04	3	3	1	3	3
C05	3	3	1	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	C01	C02	C03	C04	C05
Assignments	2	2	2	2	2
Seminar	2	2	2	2	2
Test - I	2	2	2	2	2
Test - II	2	2	2	2	2
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	C01	C02	C03	C04	C05
Essay (Internal Choice): 5 x 12 = 60 Marks	12	12	12	12	12
Total	12	12	12	12	12

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g. Rubric for Assignments

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4,CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4,CO5

Org. - Organization | NA - Not Attended

h. Rubric for Seminar

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4,CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4,CO5

NA - Not Attended

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i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY SEMESTER - IV

AP 401C: ORGANIZATIONAL DEVELOPMENT AND CHANGE END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Write Essays on the following. Each question carries 12 marks 5 x 12 = 60 Marks		Specification	Level
1(A)	Summarize the characteristic of organizational development and the various methods of assessment.	Summarize	Remember
OR			
1(B)	Identify the competencies of an effective OD practitioner in the context of contemporary work scenario of our nation.	Describe	Apply
2(A)	Examine the factors that resist change and act as barriers to organizational growth.	Describe	Analyse
OR			
2(B)	Describe Kurt Lewin's Model of change and delineate the factors that play a role in organisational renewal and re-energizing the employees	Describe	Apply
3(A)	Compare and contrast the different models of organizational diagnosis and identify the most efficient model.	Distinguish	Analyse
OR			
3(B)	Describe the different styles of change agents and identify the importance of action research that can bring the relevant change within the organization	Describe	Apply
4(A)	Distinguish the various interventions in bringing about organizational development.	Distinguish	Analyse
OR			
4(B)	Compare and contrast the human process interventions and techno-structural interventions.	Distinguish	Analyse
5(A)	Describe in detail the various human process interventions and design a hypothetical holistic intervention for organizational development.	Develop	Create
OR			
5(B)	Identify the importance of strategic interventions and its necessity in bringing about a cultural change in accordance to organizational changes across the world.	Explain	Apply

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AP 402 INTERNSHIP BASED ON SPECIALISATION

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Demonstrate efficiency of conducting in-depth interview and mental status examination in clinical, counselling and industrial settings	Skill
CO 2	Use the knowledge of administering psychological assessments and writing reports in clinical, counselling and industrial settings	Apply
CO 3	Demonstrate the necessary skills for diagnosing various psychological disorders and organizational diagnosis	Skill
CO 4	Design and develop the appropriate interventions for the treatment of various psychological disorders and providing interventions for organizational growth and development	Skill
CO 5	Demonstrate the necessary skills of providing mental health services in various settings and work as a part of an interdisciplinary team	Skill

a. Pedagogy

- Supervised practice and training
- Discussions
- Case study
- Report submission
- Presentations

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Continuous Assessment	20	20	20	20	20	100
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Assessment (100 Marks)

	C01	C02	C03	C04	C05
Supervised Practice	5	5	5	5	5
Internal Evaluation of reports	5	5	5	5	5
External Evaluation of participation and performance in supervised practice	5	5	5	5	5
Presentation	5	5	5	5	5
Total	20	20	20	20	20

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f. Rubric for Reports

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4, CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and Conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. - Organization | NA - Not Attended

h. Rubric for Presentation

S No.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4, CO5

NA - Not Attended

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AP 403 - DISSERTATION

a. Course Outcomes (CO)

On the successful completion of the program, the student will be able to:

	Course Outcome	Level
CO 1	Examine the gaps in theory and research and question the existing knowledge	Analyse
CO 2	Employ the knowledge of research methodology in designing scientific research	Apply
CO 3	Use the knowledge of data analysis in synthesizing the results of quantitative or qualitative research	Apply
CO 4	Demonstrate competency in writing a scientific research report and consolidating the implications of the research to both the scientific community and the global community	Skill
CO 5	Demonstrate efficiency in planning research as a part of an interdisciplinary team	Skill

b. Pedagogy

- Discussions
- Review of relevant resources (Reports / Books/Journals, etc.)
- Fieldwork
- Data Analysis
- Project/Report writing
- Presentations

c. Mapping of Program Outcomes with Course Outcomes

	P01	P02	P03	P04	P05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
Continuous Assessment	20	20	20	20	20	100
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (100 Marks)

	C01	C02	C03	C04	C05
Research discussions with the supervisor	5	5	5	5	5
Review/ Field work/ data collection	5	5	5	5	5
Submission of Dissertation report	5	5	5	5	5
Presentation	5	5	5	5	5
Total	20	20	20	20	20

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f. Rubric for Reports

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific	Ideas are presented but not particularly developed or supported	Content is not sound	NA	CO1, CO2, CO3, CO4,CO5
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organizational tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4,CO5

Org. – Organization | NA – Not Attended

g. Rubric for Presentation

S N o.	Criteria	100%	75%	50%	25%	0 %	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	NA	CO1, CO2, CO3, CO4,CO5
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	CO1, CO2, CO3, CO4,CO5

NA – Not Attended