

DEPARTMENT OF APPLIED PSYCHOLOGY
SCHOOL OF BEHAVIOURAL SCIENCES
CENTRAL UNIVERSITY OF TAMIL NADU

(w.e.f. 2023)



MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

COURSE CURRICULUM

REVISED ON 15th JULY 2023

JULY 2023

Sl.NO	INDEX	Page No
I	Overview	1
II	School of Behavioral Sciences	1
III	Department of Applied Psychology	1
IV	Vision	2
V	Mission	2
VI	Program Educational Objectives (PEO)	2
VII	Graduate Attributes of M.Sc. Applied Psychology Programme	2
VIII	PEO to Mission Statement Mapping	3
IX	Program Outcomes (PO)	3
X	Po to PEO Mapping	3
XI	Regulations	3
XII	Programme Structure	4
XIII	Semester wise- Courses & Syllabus – Semester I	7
	APY2011 Foundations of Human Behaviour	7
	APY2012 Applied Social Psychology	12
	APY2013 Cognitive Psychology	16
	APY2014 Physiological Psychology	20
	APY2015 Research Methodology-I	24
	APY2016 Practicum & Field Work-I	28
XIV	Semester wise- Courses & Syllabus – Semester II	32
	APY2021 Developmental Psychology	32
	APY2022 Theories of Personality	37
	APY2023 Statistics for Psychology-I	40
	APY2024 Practicum & Field Work-II	44
	APYAU01 Internship**	47
	APYOE01 Positive Psychology	49
	APYVA01 Psychology for Effective Living	53
XV	Semester wise- Courses & Syllabus – Semester III	57
	APY2031 Psychopathology	57
	APY2032 Counselling Skills and Process	61
	APY2033 Statistics for Psychology-II	65

	APY2034 Research Methodology - II	69
	APYEC01 Psychotherapy-I	73
	APYEC02 Counselling Interventions	78
	APYEC03 Organizational Behaviour	82
	APY2034 Practicum –III^	86
	APYSE01 Effective Communication and Professional Skills	89
XVI	Semester wise- Courses & Syllabus – Semester IV	93
	APYEC04 Psychotherapy-II	93
	APYEC05 Counselling in Different Settings	98
	APYEC06 Human Resource Management	102
	APYEC07 Supervised Professional Training - (2 months) #	107
	APY2041 Dissertation	109
	ANNEXURES	(i – xviii)
	Supervisor’s Guide	
	Supervised Professional Training Formats	
	Internship Report Format	
	Dissertation Report Format	



CENTRAL UNIVERSITY OF TAMIL NADU
THIRUVARUR – 610 005
(Established by an Act of Parliament, 2009)

DEPARTMENT OF APPLIED PSYCHOLOGY
SCHOOL OF BEHAVIOURAL SCIENCES

S. No.	Course Components / Name of the Course	Credits	Percentage
1	Core Courses (CC)	46	57.72%
2	Core Courses Practical (CCP)	12	12.36%
3	Discipline Specific Elective (DSE)	17	12.36%
4	Open Elective (OE)	3	3.10%
5	Soft-Skill (SS)	2	2.10%
6	Internship / Field Visit / Training - Department Specific	4*	
7	Project / Dissertation	8	12.36%
	Total	92	100%
8	Value Added Course	2*	100%

*AU – Audit Course

New Programme Structure with percentage (%) of changes made (Revised on 15th July 2023)

SEMESTER ONE

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks		% of changes Made
								CIA	EE	
APY2011	Foundations of Human Behaviour	CC	3	1	0	4	4	40	60	100%
APY2012	Applied Social Psychology	CC	3	1	0	4	4	40	60	20%
APY2013	Cognitive Psychology	CC	3	1	0	4	4	40	60	22%
APY2014	Physiological Psychology	CC	3	1	0	4	4	40	60	100%
APY2015	Research Methodology-I	CC	2	0	1	3	4	40	60	15%
APY2016	Practicum & Field Work-I	CCP	0	0	4	4	8	100 (CIA)		25%
Total Credits / Hours						23	28			

Course Type* - CC- Core Courses; CCP- Core Course Practical/ L – Lecture | T – Tutorial | P – Practical/ CIA- Continuous Internal Assessment; EE- External Evaluation/ ^ 1 credit in practical equals to 2 hours of work load

SEMESTER TWO

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks		% of changes Made
								CIA	EE	
APY2021	Developmental Psychology	CC	3	1	0	4	4	40	60	5%
APY2022	Theories of Personality	CC	3	1	0	4	4	40	60	15%
APY2023	Statistics for Psychology-I	CC	2	2	0	4	4	40	60	5%
APY2024	Practicum & Field Work-II	CCP	0	0	4	4	8	100 (CIA)		5%
APYAU01	Internship**		0	2	2	4	**160-180 Hrs			100%
APYOE01	Positive Psychology	OE	2	1	0	3	3	40	60	50%
Total Credits/ Hours (Total credits excluding VAC)						23	23#			
APYVA01	Psychology for Effective Living		VAC			2	2			100%

Course Type* - CC- Core Courses; CCP- Core Course Practical /OE- Open Elective/ VAC – value added Course ;/ L – Lecture | T – Tutorial | P – Practical

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

**Internship will be continuous mode for 160 hrs-180 hrs (1 credit = 40-45 hrs). Internship will be carried out during the summer vacation. Students opting to quit the Course after one year should compulsorily undergo one month Supervised Internship from Reputed Institutions after which the PG Diploma Degree will be awarded. Minimum 46 credits for course entry with basic papers and 160 to 180 hrs (one month) internship

Excluding Internship – which will be completed during summer vacation for One month

SEMESTER THREE

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks		% of changes Made
								CIA	EE	
APY2031	Psychopathology	CC	3	0	1	4	5	40	60	15%
APY2032	Counselling Skills and Process	CC	2	1	1	4	5	40	60	20%
APY2033	Statistics for Psychology-II	CC	2	0	1	3	4	40	60	5%
APY2034	Research Methodology-II	CC	3	1	0	4	4	40	60	12%
APYEC01	Psychotherapy-I	DSE ¹	2	0	2	4	6	40	60	0%
APYEC02	Counselling Interventions									25%
APYEC03	Organizational Behaviour									0%
APY2035	Practicum –III^	CCP	0	0	4	4	8	100 (CA)		4%
APYSE01	Effective Communication and Professional Skills	Skill Enhancement Course				2	2	40	60	100%
TOTAL Credits						25	34			

(Course Type* - Core/DSE - Department Specific Elective/ SS – Soft Skill) | L – Lecture | T – Tutorial | P – Practical

^ 1 credit in practical equals to 2 hours of work load.

SEMESTER FOUR

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks		% of changes Made
								CIA	EE	
APYEC04	Psychotherapy-II	DSE ²	2	0	2	4	6	40	60	0%
APYEC05	Counselling in Different Settings									25%
APYEC06	Human Resource Management									100%
APY EC07	Supervised Professional Training - (2 months) #	DSE ³	0	4	4	9	**	100 (CA)		100%
APY2041	Dissertation*		0	6	6	8	***	100 (CA)		30%
Total Credits						21				

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

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

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

**A student has to spend a minimum of 320 hrs.in the organization where they are placed for Supervised Professional Training and report has to be submitted at the end of the Supervised Professional Training/ Internship.

*** A student has to earn a minimum of ***9 credits- 360 hrs for Supervised Professional Training/ internship. - ***8 Credits 320 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.

As per NATIONAL CREDIT FRAMEWORK 1 THEORY CREDIT =15 HRS, 1 PRACTICAL CREDIT = 30 HRS AND 1 EXPERIMENTAL/PROFESSIONAL LEARNING (INTERNSHIP, FIELD WORK) = 40 - 45 hrs 4. Evaluation pattern - Theory papers 60 marks for End Semester and 40 marks for Continuous Internal Assessment. Total 100 Marks. Practical papers - Continuous Internal Assessment -100 marks. Question paper pattern as per CUTN norms.

Old 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

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) # *Change the name	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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APY2013	Cognitive Psychology	CC	3	1	0	4	4	40	60	22%
APY2014	Physiological Psychology	CC	3	1	0	4	4	40	60	100%
APY2015	Research Methodology-I	CC	2	0	1	3	4	40	60	15%
APY2016	Practicum & Field Work-I	CCP	0	0	4	4	8	100 (CIA)		25%
Total Credits / Hours						23	28			

Course Type* - CC- Core Courses; CCP- Core Course Practical/ L – Lecture | T – Tutorial | P – Practical/ CIA- Continuous Internal Assessment; EE- External Evaluation/ ^ 1 credit in practical equals to 2 hours of work load

SEMESTER TWO

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks		% of changes Made
								CIA	EE	
APY2021	Developmental Psychology	CC	3	1	0	4	4	40	60	5%
APY2022	Theories of Personality	CC	3	1	0	4	4	40	60	15%
APY2023	Statistics for Psychology-I	CC	2	2	0	4	4	40	60	5%
APY2024	Practicum & Field Work-II	CCP	0	0	4	4	8	100 (CIA)		5%
APYAU01	Internship**		0	2	2	4	**160-180 Hrs			100%
APYOE01	Positive Psychology	OE	2	1	0	3	3	40	60	50%
Total Credits/ Hours (Total credits excluding internship and VAC)						23	29			
APYVA01	Psychology for Effective Living		VAC			2	2			100%

Course Type* - CC- Core Courses; CCP- Core Course Practical /OE- Open Elective/ VAC – value added Course ;/ L – Lecture | T – Tutorial | P – Practical

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APY2032	Counselling Skills and Process	CC	2	1	1	4	5	40	60	20%
APY2033	Statistics for Psychology-II	CC	2	0	1	3	4	40	60	5%
APY2034	Research Methodology-II	CC	3	1	0	4	4	40	60	12%
APYEC01	Psychotherapy-I	DSE ¹	2	0	2	4	6	40	60	0%
APYEC02	Counselling Interventions									25%
APYEC03	Organizational Behaviour									0%
APY2035	Practicum –III^	CCP	0	0	4	4	8	100 (CA)		4%
APYSE01	Effective Communication and Professional Skills	Skill Enhancement Course				2	2	40	60	100%
TOTAL Credits						25	34			

(Course Type* - Core/DSE - Department Specific Elective/ SS – Soft Skill) | L – Lecture | T – Tutorial | P – Practical

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SEMESTER FOUR

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks		% of change s Made
								CIA	EE	
APYEC04	Psychotherapy-II	DSE ²								0%
APYEC05	Counselling in Different Settings		2	0	2	4	6	40	60	25%
APYEC06	Human Resource Management									100%
APY EC07	Supervised Professional Training - (2 months) #	DSE ³	0	4	4	9	**	100 (CA)		100%
APY2041	Dissertation*		0	6	6	8	***	100 (CA)		30%
Total Credits						21				

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

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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.

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Old 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

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) # *Change the name	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

DEPARTMENT OF APPLIED PSYCHOLOGY

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 the social, economic, political, health-related or environmental in nature. This School presently comprises of 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.

DEPARTMENT OF APPLIED PSYCHOLOGY

A. Vision

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

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:

PEO1	Apply various perspectives of psychology in different contexts
PEO2	Practice independently
PEO3	Be an expert in a specialized field
PEO4	Carry out ethical and innovative high-quality scientific research
PEO5	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

DEPARTMENT OF APPLIED PSYCHOLOGY

12. Lifelong Learning: Understands the need for learning and practices it throughout life.

E. PEO to Mission Statement Mapping

	PEO1	PEO2	PEO3	PEO4	PEO5
M1	3	3	3	3	3
M2	3	3	3	3	3
M3	3	3	3	3	3
M4	3	3	2	3	3

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
PEO1	3	3	3	3	3
PEO2	3	3	3	3	2
PEO3	3	3	3	3	3
PEO4	3	3	2	3	3
PEO5	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.

DEPARTMENT OF APPLIED PSYCHOLOGY

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.	

3. Programme Structure

SEMESTER ONE

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks	
								CIA	EE
APY2011	Foundations of Human Behaviour	CC	3	1	0	4	4	40	60
APY2012	Applied Social Psychology	CC	3	1	0	4	4	40	60
APY2013	Cognitive Psychology	CC	3	1	0	4	4	40	60
APY2014	Physiological Psychology	CC	3	1	0	4	4	40	60
APY2015	Research Methodology-I	CC	2	0	1	3	4	40	60
APY2016	Practicum & Field Work-I	CCP	0	0	4	4	8	100 (CIA)	
Total Credits / Hours						23	28		

Course Type* - CC- Core Courses; CCP- Core Course Practical/ L – Lecture | T – Tutorial | P – Practical/
CIA- Continuous Internal Assessment; EE- External Evaluation/ ^ 1 credit in practical equals to 2 hours of work load

SEMESTER TWO

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks	
								CIA	EE
APY2021	Developmental Psychology	CC	3	1	0	4	4	40	60
APY2022	Theories of Personality	CC	3	1	0	4	4	40	60
APY2023	Statistics for Psychology-I	CC	2	2	0	4	4	40	60
APY2024	Practicum^ & Field Work-II	CCP	0	0	4	4	8	100 (CIA)	

DEPARTMENT OF APPLIED PSYCHOLOGY

APYAU01	Internship**		0	2	2	4	**16 0-180 Hrs	100 (CIA)	
APYOE01	Positive Psychology	OE	2	1	0	3	3	40	60
Total Credits/ Hours (Total credits excluding VAC)						23	29		
APYVA01	Psychology for Effective Living	VAC				2	2		

Course Type - CC- Core Courses; CCP- Core Course Practical /OE- Open Elective/ VAC – value added Course
; / L – Lecture | T – Tutorial | P – Practical

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

**Internship will be continuous mode for 160 hrs-180 hrs (1 credit = 40-45 hrs). Internship will be carried out during the summer vacation. Students opting to quit the Course after one year should compulsorily undergo one month Supervised Internship from Reputed Institutions after which the PG Diploma Degree will be awarded. Minimum 46 credits with basic papers and 160 to 180 hrs (one month) internship are required for course entry.

SEMESTER THREE

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks	
								CIA	EE
APY2031	Psychopathology	CC	3	0	1	4	5	40	60
APY2032	Counselling Skills and Process	CC	2	1	1	4	5	40	60
APY2033	Statistics for Psychology-II	CC	2	0	1	3	4	40	60
APY2034	Research Methodology-II	CC	3	1	0	4	4	40	60
APY EC01	Psychotherapy-I	DSE ¹	2	0	2	4	6	40	60
APY EC02	Counselling Interventions								
APY EC03	Organizational Behaviour								
APY2035	Practicum –III^	CCP	0	0	4	4	8	100 (CA)	
APYSE01	Effective Communication and Professional Skills	Skill Enhancement Course				2	2	40	60
TOTAL Credits/ Hours						25	34		

(Course Type* - Core/DSE - Department Specific Elective/ SS – Soft Skill)

| L – Lecture | T – Tutorial | P – Practical

DEPARTMENT OF APPLIED PSYCHOLOGY

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

DSE¹, DSE² & DSE³- Students will choose one paper among the three optional courses based on their area of Specialization.

SEMESTER FOUR

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks	
								CIA	EE
APY EC04	Psychotherapy-II	DSE ²	2	0	2	4	6	40	60
APY EC05	Counselling in Different Settings								
APY EC06	Human Resource Management								
APYEC07	Supervised Professional Training based on specialization - (2 months) #	DSE ³	0	5	4	9	**	100 (CA)	
APY2041	Dissertation*		0	4	4	8	***	100 (CA)	
Total Credits						21			

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

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

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

A student has to earn a minimum of *9 credits- 360hrs for Supervised Professional Training/internship -

***8 Credits 320 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.

As per NATIONAL CREDIT FRAMEWORK 1 THEORY CREDIT =15 HRS, 1 PRACTICAL CREDIT = 30 HRS AND 1 EXPERIMENTAL/PROFESSIONAL LEARNING (INTERNSHIP, FIELD WORK) = 40 - 45 hrs 4. Evaluation pattern -

Theory papers 60 marks for End Semester and 40 marks for Continuous Internal Assessment. Total 100 Marks. Practical papers - Continuous Internal Assessment -100 marks. Question paper pattern as per CUTN norms.

DEPARTMENT OF APPLIED PSYCHOLOGY

4. Semester wise- Courses & Syllabus

SEMESTER ONE

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks	
								CIA	EE
APY2011	Foundations of Human Behaviour	CC	3	1	0	4	4	40	60
APY2012	Applied Social Psychology	CC	3	1	0	4	4	40	60
APY2013	Cognitive Psychology	CC	3	1	0	4	4	40	60
APY2014	Physiological Psychology	CC	3	1	0	4	4	40	60
APY2015	Research Methodology-I	CC	2	0	1	3	4	40	60
APY2016	Practicum & Field Work-I	CCP	0	0	4	4	8	100 (CIA)	
Total Credits / Hours						23	28		

APY2011– FOUNDATIONS OF HUMAN BEHAVIOUR

a. Course Outcomes (CO)

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

	Course Outcome	Level
CO 1	Summarize the history, perspectives and current status of psychology and define the structure and function of nervous system	Understand
CO 2	Examine principles of perception and sensation	Analyse
CO 3	Employ the nature and theories of memory and forgetting; Appraise the basic elements of thought	Apply
CO 4	Employ the principles of learning in various situations and compare different theories of Intelligence	Apply
CO 5	Adopt various approaches of motivation and emotion into one's daily life and integrate into one's coping skills.	Skill

b. Syllabus

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
I	Psychology: Meaning, Goals and Scope; History of Psychology and current status - Modern perspectives of psychology - Indian Contribution to psychology; Current status and Need for Psychology in Indian context. Nervous System: Structure and Organization; function of the brain; Autonomic Nervous System. Endocrine system; Introduction to behavior genetics; Somatic Nervous system.	8
II	Sensation and Perception: Sensation: Sensory Thresholds- Psychophysics and its Methods- Sensory Adaptation-Vision - Hearing - Touch and other Skin Senses - Smell and Taste- Kinesthesia and Vestibular Sense. Perception: - Organizing principles- Constancies and Illusions- Pattern Recognition and Distance Perception -Plasticity of Perception - Extrasensory perception.	12
III	Memory, Forgetting & Thoughts: Memory: Stages of Memory, Types, Models. Forgetting: Theories of Forgetting- Retrieval Failure, Decay Theory, Interference Theory, Motivated Forgetting, Reconstruction Theory; Memory Disorders. Basic Elements of Thought: Concepts, Propositions, Images; Concepts: Types of Concepts, Concept Formation; Reasoning: Types; Decision Making, Problem Solving; Creativity - Views of Creativity- Techniques of Creativity: Creative Thinking.	14
IV	Learning and Intelligence: Learning: - Principles and Applications of Classical Conditioning- Principles and Applications of Operant Conditioning- Principles and Applications of Observational Learning- Social Cognitive Learning Theory. Intelligence: -Nature - Meaning - Theories of Intelligence- Measuring Intelligence-Hereditry and Environment in Intelligence-Group Differences in Intelligence. Emotional Intelligence. Nature and Characteristics; Artificial Intelligence	14
V	Motivation and Emotion: Motivation: Meaning; Approaches to motivation- Instinct approach- Drive-reduction approach - Arousal approach- Incentive approach- Humanistic approach (Maslow's hierarchy of needs) - Self-determination theory. Emotion: Meaning; Theories of Emotion; James-Lange theory - Cannon-Bard theory - Schachter-Singer - Cognitive arousal theory; Emotional Intelligence.	12

Tasks and Assignments:

DEPARTMENT OF APPLIED PSYCHOLOGY

Test 1; Test 2, Seminar & Assignment.

References:

1. Baron (2005). Psychology: An Introduction. (5th ed.). New Delhi: Pearson.
2. Burger, J.M. (2011) Personality. (8th ed.). Wadsworth.
3. Coon, D. (1997). Introduction to Psychology: Exploration and Application. (8th ed.). New York: West Publishing Co.
4. Feldman, R. (2011). Understanding Psychology. (10th ed.). New Delhi: Tata McGraw Hill.
5. Goldstein, E, B. (2016). Sensation and Perception. (10th ed.). Boston, USA: Cengage
6. Morgan, King & Robinson (2015) Introduction to Psychology. (7th ed.). Delhi: Tata McGraw Hill.
7. NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT
8. Weiten, W. (2016). Psychology: Themes and Variations. (10th ed.). Boston, USA: Cengage.
9. Cohen, L. J. (2016). The handy psychology answer book.
10. Myers, D. G., & DeWall, C. N. (2016). Psychology in Everyday Life. Worth Publishers.
11. 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	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)

DEPARTMENT OF APPLIED PSYCHOLOGY

	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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

h. Rubric for Seminar

Sl. 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 Communicate with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - I
APY2011- FOUNDATIONS OF HUMAN BEHAVIOUR
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL** the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

DEPARTMENT OF APPLIED PSYCHOLOGY

APY2012- APPLIED SOCIAL PSYCHOLOGY

a. Course Outcomes (CO)

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

	Course Outcome	Level
CO 1	Extrapolate the history, perspectives, methods and current trends of social psychology along with social cognition and perception	Understand
CO 2	Distinguish various theories of social interactions and criticize the existing differences in the society	Analyse
CO 3	Employ various strategies of group influence to recommend solutions to social issues in contemporary context	Apply
CO 4	Devise various ways to enhance pro-social behaviour and minimize negative aspects of social influence	Skill
CO 5	Demonstrate various measures to deal with social problems and articulate its legal perspective	Skill

b. Syllabus

Units	Content	Hrs.
I	Social Psychology: Meaning; Definition, History, Social Cognition & Social Perception	12
II	Attitude – Definition, Attitude formation, theories of attitude formation; Methods of attitude change Stereotype; Prejudice and Discrimination. Experience of Marginalization; Discrimination towards vulnerable Sections in India and ways to overcome the related social issues.	12
III	Groups: Definition of groups, Formation of groups, Group Dynamics, Social Loafing, Theories of intergroup relations [Minimal Group Experiment and Social Identity Theory, Relative Deprivation Theory, Realistic Conflict Theory, Balance Theories, Equity Theory, Social Exchange Theory] perceived fairness and coordination in groups, Decision making in group; Group rules and Polarization. Impact of Groups on individual Behavior – Experiential perspective.	12
IV	Social Influence; Conformity; Compliance; Obedience. Pro-social Behavior - Ways to enhance pro social Behavior; Aggression- Nature, causes and Control; Classical Experiments and case studies.	12
V	Social Problems: Domestic Violence, Child Abuse, Unemployment, Poverty and Criminality. Analyzing Social Problems in India. Measures of the Indian government to overcome the social issues.	12

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

DEPARTMENT OF APPLIED PSYCHOLOGY

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.
2. Baumeister, R.F.& Bushman, B. J. (2013) Social Psychology & Human Nature. Wadsworth.
3. Ahuja, R. (2014). Social Problems in India. 3 rd Edition. Rawat Publication.
4. Aronson, E., Wilson, T.D. and Akert, R.M. (2010). Social Psychology (7th ed.) Boston: Prentice Hall (Indian publication).
5. Heinzen, T. E., & Goodfriend, W. (2018). Social Psychology. SAGE Publications, Inc.
6. Shaver, K. G. (2015). Principles of Social Psychology. Psychology Press. <https://doi.org/10.4324/9781315718125>
7. Shaver, K. G. (2017). Principles of Social Psychology: Third Edition. Taylor & Francis Group.
8. Hogg, M., & Vaughan, G. M. (2008) Social Psychology. Prentice Hall.
9. Misra, G. (2009). Psychology in India: Social and Organisational Processes. Delhi. Pearson. Oskamp, S. & Schultz, P.W. (1998). Applied Social Psychology. Prentice.
10. Schneider, F. W., Gruman, J. A., & Coutts, L. M. (2012). Applied Social Psychology. Sage publications India Pvt. Ltd
11. Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000). Social Psychology. CA Wadsworth.
12. DeLamater, J., & Collett, J. (2018). Social Psychology. Routledge.
13. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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	organization al 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

Sl. 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 Communicate with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - I
APY2012- APPLIED SOCIAL PSYCHOLOGY
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL** the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

DEPARTMENT OF APPLIED PSYCHOLOGY

APY2013- COGNITIVE PSYCHOLOGY

a. Course Outcomes (CO)

On the successful completion of the course, 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
II	Perceptual Processes: 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), Auditory Perception, and Integration (computational) theory of perception.	14
III	Attention: Meaning & Types; Selective, Sustained and Divided attention; Models - Selection models, Capacity model, multiple resource model (Wickens's model), Meditation and Attention. Memory - Working Memory Model; Parallel Distributed Processing Model or Connectionist model; Mnemonic systems and meta-memory among children and adults; Eye witness memory, False memory. Forensic case study - Eye Witness Memory.	14
IV	Reasoning - Deductive versus inductive reasoning; Problem solving Types of Problems, Approaches to problem solving- Heuristics and	12

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	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, Heuristics and Biases in decision making, Theories of decision making - elimination by aspect, naturalistic decision making, biases and heuristics.	
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 of AI, Human cognition and AI, perception and AI, game playing and AI. Contemporary Applications of AI; Drawbacks of AI.	12

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Best, J.B. (2012). Cognitive Psychology (6th Ed). West Publishing Company, New York.
2. Goldstein, E. B. (2014). *Cognitive psychology: Connecting mind, research and everyday experience*. Cengage Learning.
3. Eysenck, M. W., & Keane, M. T. (2010). Cognitive psychology: A Students Guide. New York: Psychology Press.
4. Margeret, M. (2016). Cognition (9th Ed). John Wiley & Sons
5. Solso, R. L. (2014). Cognitive Psychology. Pearson Education Pvt. Ltd., New Delhi.
6. Sternberg, R. J., & Sternberg, K. (2012). Cognitive Psychology; 6th edition. Wadsworth, Cengage Learning, USA
7. Houde, O. (2003). Dictionary of Cognitive Science: Neuroscience, Psychology, Artificial Intelligence, Linguistics, and Philosophy. Psychology Press.
8. Keane, M. T., & Eysenck, M. W. (2020). Cognitive Psychology: A Student's Handbook. Taylor & Francis Group.
9. McBride, D. M., & Cutting, J. C. (2018). Cognitive Psychology: Theory, Process, and Methodology. SAGE Publications, Inc.
10. Neisser, U. (2014). Cognitive Psychology: Classic Edition. Taylor & Francis Group.
11. Matlin, M. W. (2014). Cognitive Psychology, International Student Version.
12. Galotti, K. M. (2017). *Cognitive psychology in and out of the laboratory*. Sage Publications.

DEPARTMENT OF APPLIED PSYCHOLOGY

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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05

DEPARTMENT OF APPLIED PSYCHOLOGY

			specific				
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - I
APY2013- COGNITIVE PSYCHOLOGY
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer ALL the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

DEPARTMENT OF APPLIED PSYCHOLOGY

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APY2014- PHYSIOLOGICAL PSYCHOLOGY

a. Course Outcomes (CO)

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

	Course Outcome	Level
CO 1	Define in your own words, the 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; Central and peripheral nervous system, Meninges, Ventricles, and Cerebrospinal Fluid	12
II	Altered states of consciousness: Sleep, Circadian Rhythms, Meditation, Hypnosis; Psychopharmacology: Mechanisms of psychopharmacology, Sites of drug action; Psychoneuroimmunology.	12
III	Major endocrine glands: Thyroid, Parathyroid, Adrenal, pancreas, Pituitary, Gonads, Hormones of the hypothalamus; general principles of hormonal activity; interaction between neural system	12

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	and hormones to produce integrated responses; Internal regulation: Temperature regulation, Thirst, Hunger. Psycho-neuroendocrinology.	
IV	Visual System; Auditory System; Body Senses: Vestibular System, Somatosensory System- Touch, pain, Chemical senses- Gustatory System, Olfactory System;	12
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.	12

Tasks and Assignments:

- ✓ 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.

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.
4. Carlson, N.R. (2013). Physiology of Behaviour. Pearson Education, Boston.
5. Hayward, S. (1997). Biopsychology. Basingstoke: Macmillan Press.
6. Kalat. J.W. (2017). Biological Psychology. (13th ed.). Cengage, Boston, USA.
7. Freberg, L.A. (2016). Discovering Behavioral Neuroscience: An Introduction to Biological Psychology. (4th ed.). Cengage, Boston, USA.
8. Pinel, J.P.J. (2014). Biopsychology. (9th ed.). New Jersey: Pearson Education INC.
9. Dr. Sherly Williams E; Dr. Razeena Karim L. (2018). Physiological psychology. Notion Press.
10. Khosla, M. (2017). Physiological psychology: An introduction. Sage Publications Pvt.

DEPARTMENT OF APPLIED PSYCHOLOGY

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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence &	Ideas are detailed, Developed and supported with	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05

DEPARTMENT OF APPLIED PSYCHOLOGY

		facts and examples	evidence and facts mostly specific				
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SEMESTER - I

APY2014- PHYSIOLOGICAL PSYCHOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer ALL the questions

(10X 1 = 10)

Each Question carries one mark

DEPARTMENT OF APPLIED PSYCHOLOGY

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APY2015- RESEARCH METHODOLOGY - I

a. Course Outcomes (CO)

On the successful completion of the course, 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, Quantitative and qualitative research; Ethics in Research; Plagiarism in Research.	10
II	Research Process: Identification of research problem, Formulation of the problem, Statement of the Problem; Development of research questions; Identification of the Objectives; Formulation of hypothesis.	12

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
III	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
IV	Sampling: Definition; 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 methods.	12
V	Methods of Data Collection: Basic assumptions, characteristics and types of: Observation method, Interview method, Case study method, Survey method and Experimental method.	12

Tasks and Assignments: Test 1; Test 2, Seminar/Assignments.

References:

1. Coolican, H. (2018). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
2. Dyer, C. (2014) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd ed.) Oxford: Blackwell Publishers
3. Kerlinger, F.N. (2017). Foundations of Behavioural Research. Delhi: Surjeet Publications.
4. Neuman, W.L. (2011). Social Research Methods: Qualitative and Quantitative Approaches (7th ed.) Boston: Pearson Education.
5. Howitt, D. (2011). Introduction to research methods in psychology (3rd ed.). Prentice Hall.
6. Shaughnessy, J. J., Zechmeister, J. S., & Zechmeister, E. B. (2014). Research Methods in Psychology. McGraw-Hill Education.

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

DEPARTMENT OF APPLIED PSYCHOLOGY

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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

Sl. 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 Communicate with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY SEMESTER - I APY2015- RESEARCH METHODOLOGY - 1 END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL** the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

DEPARTMENT OF APPLIED PSYCHOLOGY

APY2016- PRACTICUM & FIELD WORK - I

a. Course Outcomes (CO)

On the successful completion of the course, 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

Units	Content	Hrs.
I	Division of attention (To assess the attention), Illusion (Muller layer), Horizontal Vertical Illusion, Depth perception, Tachistoscope, Integrated Visual and Auditory Continuous Performance Test (IVACPT), Card Sorting Tray with Cards for habit interference, Stroop Test	12
II	Memory Drum, PGI Memory Scale/Wechsler Memory Scale (WMS), Transfer of training, Corsi's Block Test	12
III	Bhatia's battery of performance test of intelligence/ Wechsler's Adult Performance Intelligence Scale (WAPIS), Raven's Progressive Matrices /Standard Progressive Matrices (SPM)/Advanced Progressive Matrices (APM)/ Coloured Progressive Matrices (CPM), Group test of Intelligence, Binet Kamat test of intelligence/Wechsler Adult Intelligence Scale (WAIS)/Wechsler Intelligence Scale for Children (WISC)	12
IV	Adaptive Behaviour Assessment System, Non-verbal test of Creativity, Problem Solving – Tower of Hanoi, Locus of Control	12
V	Altruism, Social Phobia and Anxiety Inventory, Attachment Style, Perceived Social Support, Prosocial Behaviour	12

Final list of assessments will be selected based on its significance and relevance with the course work for the semester.

Tasks and Assignments:

DEPARTMENT OF APPLIED PSYCHOLOGY

- ✓ Components of Continuous Internal Assessment includes: Assignments, Record Work, Viva-voce and conduction of psychological assessments.
- ✓ 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.
10. *Advanced General Psychology*. (2020). (n.p.): The Readers Paradise.

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
CIA	20	20	20	20	20	100

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos

DEPARTMENT OF APPLIED PSYCHOLOGY

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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

f. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SEMESTER - I

APY2016- PRACTICUM & FIELD WORK - I

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

Sl. No.	Model Questions	Specification	Level
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DEPARTMENT OF APPLIED PSYCHOLOGY

1 (a)	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. <table><tr><td>Subscale</td><td>Raw score</td></tr><tr><td>Closeness</td><td>14</td></tr><tr><td>Dependence</td><td>19</td></tr><tr><td>Anxiety</td><td>19</td></tr></table> Write the Introduction, Method, Results, Discussion and Conclusion, based on this data. (17 marks)	Subscale	Raw score	Closeness	14	Dependence	19	Anxiety	19	Assess	Skill Understand
Subscale	Raw score										
Closeness	14										
Dependence	19										
Anxiety	19										
1 (b)	Interpret the result, discuss and draw conclusion, based on the details given above. (13 marks)	Assess	Skill Understand								
2 (a)	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)	Assess	Skill Understand Apply								
2 (b)	Interpret the result, discuss, and draw conclusion. (13 marks)	Assess	Skill Understand								

DEPARTMENT OF APPLIED PSYCHOLOGY

SEMESTER TWO

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks	
								CIA	EE
APY2021	Developmental Psychology	CC	3	1	0	4	4	40	60
APY2022	Theories of Personality	CC	3	1	0	4	4	40	60
APY2023	Statistics for Psychology-I	CC	2	2	0	4	4	40	60
APY2024	Practicum^ & Field Work-II	CCP	0	0	4	4	8	100 (CIA)	
APYAU01	Internship**		0	2	2	4	**160-180 Hrs	100 (CIA)	
APYOE01	Positive Psychology	OE	2	1	0	3	3	40	60
Total Credits/ Hours (Total credits excluding internship and VAC)						23	29		
APYVA01	Psychology for Effective Living	VAC				2	2		

Course Type* - CC- Core Courses; CCP- Core Course Practical /OE- Open Elective/ VAC – value added Course ;/ L – Lecture | T – Tutorial | P – Practical

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

**Internship will be continuous mode for 160 hrs-180 hrs (1 credit = 40-45 hrs). Internship will be carried out during the summer vacation. Students opting to quit the Course after one year should compulsorily undergo one month Supervised Internship from Reputed Institutions after which the PG Diploma Degree will be awarded.

APY2021- DEVELOPMENTAL PSYCHOLOGY

a. Course Outcomes (CO)

On the successful completion of the course, 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

DEPARTMENT OF APPLIED PSYCHOLOGY

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.	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 relationship. Death & Dying: Definition; Process of death; Caring for terminally ill; Bereavement and grief.	10

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.

DEPARTMENT OF APPLIED PSYCHOLOGY

2. Berk, E.L. (2017). Development through lifespan (7th ed.). New Delhi: Pearson Education, Inc.
3. Feldman, R. S. (2013). Discovering the life span. Pearson Education India.
4. Hurlock, Elizabeth B. (2017) 6th edition. Child development. McGraw Hill Education.
5. Papalia, D. E., Feldman, R. D., & Olds, S. W. (2009). Human development. McGraw-Hill.
6. Shaffer, D.R., & Kipp, K. (2013). Developmental psychology: Childhood and Adolescence Indian reprint: (9th ed.). Thomson Wadsworth.
7. Harris, M. (2008). Exploring Developmental Psychology: Understanding theory and methods. New Delhi: Sage Publications.
8. 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
9. Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
10. Mitchell, P., & Ziegler, F. (2013). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
11. 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.
12. Mangal, S. K. (2019). Child psychology and development.
13. Bremner, J., & Slater, A. (2014). Psychology of Infancy. SAGE Publications Ltd. <https://doi.org/10.4135/9781473915275>
14. 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>
15. Lerner, R. M. (Ed.). (2019). Developmental Psychology. Routledge. <https://doi.org/10.4324/9780367816247>
16. Meadows, S. (2018). Understanding Child Development: Psychological Perspectives and Applications. Routledge.
17. Thornton, S., & Gliga, T. (2020). Understanding Developmental Psychology. Red Globe Press.
18. Turiel, E., Zelazo, P. D., & Budwig, N. (2017). New Perspectives on Human Development. Cambridge University Press.

2c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3

DEPARTMENT OF APPLIED PSYCHOLOGY

C05	3	3	3	3	3
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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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

DEPARTMENT OF APPLIED PSYCHOLOGY

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. 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 Communicate with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - II
APY2021- DEVELOPMENTAL PSYCHOLOGY
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL the** questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL the** questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

DEPARTMENT OF APPLIED PSYCHOLOGY

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APY2022- THEORIES OF PERSONALITY

a. Course Outcomes (CO)

On the successful completion of the course, 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.	Analyze
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; Biological and Environmental Determinants of personality; Importance of theories in the study of personality; Components of personality theories; Criteria for evaluating personality theories.	10
II	Classical Psycho-Analytic Theory of Sigmund Freud; Analytic Psychology by Jung; Individual Psychology by Adler; Ego Psychology by Erickson	16
III	Allport's Theory of Personality; Eysenck's Theory of Personality; Cattell's Theory of Personality- The Big five-factor theory of Personality.	10
IV	Carl Roger's Self Theory of Personality- Maslow's Self-actualization theory; Existential Theories-Rollo May and Frankl.	14
V	Eastern Perspectives of personality; Self and Personality in Indian context; Yoga Psychology; Triguna theory; Contemporary Theories of Personality.	10

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

DEPARTMENT OF APPLIED PSYCHOLOGY

References:

1. Feist, J., & Feist, G.J. (2008). Theories of Personality. New York: McGraw-Hill
2. Hall, C. S., Lindzey, G., & Campbell, J. B. (2016). Theories of personality. New York: Wiley.
3. Larsen, R. J., & Buss, D. M. (2021). Personality psychology: Domains of knowledge about human nature.
4. Ryckman, R.M. (2014). Theories of Personality. (10th ed.). Belmont: CL.
5. Schultz, D.P. & Schultz, S. E. (2007), Theories of Personality (8th Ed). New Delhi: Thomson Wadsworth.

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

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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

DEPARTMENT OF APPLIED PSYCHOLOGY

Sl. 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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SEMESTER - II

APY2022- THEORIES OF PERSONALITY

END SEMESTER EXAMINATION

DEPARTMENT OF APPLIED PSYCHOLOGY

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL** the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APY2023- STATISTICS FOR PSYCHOLOGY - I

a. Course Outcomes (CO)

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

	Course Outcome	Level
CO 1	Define various fundamental concepts in statistics.	Remember
CO 2	Create various graphical representations 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	Introduction: Definition and meaning of statistics; Application of Statistics in Psychology; Classification of Statistics – Descriptive vs. Inferential, Parametric vs. Non-parametric tests; Levels of Measurement- Nominal, Ordinal, Interval and Ratio.	12
II	Classification of Data: Frequency distribution, Graphical Representation - Frequency Polygon, Ogives, Pie diagram, Bar	12

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	Diagram, Histogram.	
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.	12
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.	12
V	Computer Applications for the analysis of data and Introduction to SPSS/JASP/R/Jamovi for the analysis of Pearson-product moment correlation, Spearman's rank order correlation, Biserial, Point biserial, Tetrachoric, Phi coefficients, Simple linear regression.	12

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.
5. Arthur, A., Elaine, A. N., & Elliot C. J. (2012). *Statistics for Psychology* (6th ed.). Pearson Education.
6. Garrett, H.E. (2006). *Statistics in psychology and Education*. Cosmo.
7. Guilford J.P & Fruchter. B. (1978). *Fundamental Statistics in Psychology and Education*. New – York, McGraw Hill.
8. Howell, D.C. (2007). *Statistical methods for Psychology* (6th ed.). California: Duxbury Press.
9. Siegal, S. (2002). *Non –parametric Statistics for the Behavioural Sciences*. New Delhi: Tata McGraw Hill.
10. Mann, P. S. (2018). *Introductory Statistics*. Wiley & Sons Canada, Limited, John.
11. Schomaker, M., Shalabh, & Heumann, C. (2018). *Introduction to Statistics and Data Analysis: With Exercises, Solutions and Applications in R*. Springer.
12. Faulkenberry, T. J. (2022). *Psychological statistics: The basics*. Routledge.
13. Hanson, R. K. (2021). *undefined*. American Psychological Association.

c. Mapping of Program Outcomes with Course Outcomes

DEPARTMENT OF APPLIED PSYCHOLOGY

	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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05
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Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SEMESTER - II

APY2023- STATISTICS FOR PSYCHOLOGY – I

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer ALL the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer ALL the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

DEPARTMENT OF APPLIED PSYCHOLOGY

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APY2024- PRACTICUM AND FIELDWORK - II

a. Course Outcomes (CO)

On the successful completion of the course, 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

Units	Content	Hrs.
I	16 Personality Factors (16 PF), Eysenck's Personality Questionnaire - Revised (EPQR), Children Personality Questionnaire (CPQ), NEO- Five Factor Inventory (NEO - FFI)	12
II	Draw a person test/Thematic Apperception Test (TAT), Rorschach inkblot test, Rosenzweig Picture Frustration Study, Personality Types - The Minnesota Multiphasic Personality Inventory (MMPI)/Multidimensional Personality Questionnaire (MPQ)	12
III	Developmental Screening Test, Vineland Social Maturity Scale, Yerke's Multiple Choice Apparatus, Finger Dexterity, Vineland Adaptive Behaviour Scales	12
IV	The Childhood Autism Rating Scale (CARS), Autism Diagnostic Observation Scale, Assessment of specific learning disability	12
V	ADHD Rating scale, Attention-Deficit/Hyperactivity Disorder Test, Problem Behaviour Checklist	12

Tasks and Assignments:

- ✓ Components of Continuous Internal Assessment includes: Assignments, Record Work, Viva-voce and conduction of psychological assessments.
- ✓ Conduct psychological assessment on a participant and write a report with introduction, method, result, discussion, conclusion, references, and appendices.

DEPARTMENT OF APPLIED PSYCHOLOGY

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.

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
CIA	20	20	20	20	20	100

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and	Ideas are detailed, Developed and supported with evidence	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05

DEPARTMENT OF APPLIED PSYCHOLOGY

		examples	and facts mostly specific				
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organization al tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. – Organization | NA – Not Attended

f. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - II

APY2024- PRACTICUM AND FIELDWORK - II
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 40

Sl. No.	Model Questions	Specificatio n	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 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	Skill Understand

DEPARTMENT OF APPLIED PSYCHOLOGY

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

APYAU01 INTERNSHIP

a. Course Outcomes (CO)

On the successful completion of the course, 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

b. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

c. Evaluation Scheme

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

d. 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

e. Rubric for Reports

Sl. 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

f. Rubric for Presentation

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
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DEPARTMENT OF APPLIED PSYCHOLOGY

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 Communicate with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

APYOE01- POSITIVE PSYCHOLOGY

a. Course Outcomes (CO)

On the successful completion of the course, 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.	8
II	Happiness, hedonic and the Eudaimonic basis of happiness; Happiness across the lifespan; gender and happiness; marriage and happiness.	10
III	Emotions: Positive emotions; Cultivating positive emotions, Character Strength; Flow.	10
IV	Promoting Positive Relationships: Altruism, Compassion, Forgiveness, Gratitude, Empathy and Resilience.	8

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
V	Application of Positive Psychology: Family, Work and Community.	9

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.
2. Steve, B.R. & Marie, C.K. (2009). Positive Psychology. Dorling Kindersley: India.
3. Boniwell, I. (2006). Positive Psychology in a Nutshell. PWBC (Personal Well-Being Centre).
4. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive psychology: The scientific and practical explorations of human strengths*. SAGE.
5. Compton, W. C., & Hoffman, E. (2019). *Positive psychology: The science of happiness and flourishing*. SAGE Publications.
6. Hart, R. (2020). *Positive psychology: The basics*. Routledge.
7. Patnaik, G. (2021). *Positive psychology for improving mental health & well-being*. Notion Press.
8. Rashid, T., & Seligman, M. (2018). *Positive psychotherapy: Workbook*. Oxford University Press.
9. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. SAGE Publications.
10. 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)

DEPARTMENT OF APPLIED PSYCHOLOGY

	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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
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DEPARTMENT OF APPLIED PSYCHOLOGY

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 Communicate with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SEMESTER - II

APYOE01- POSITIVE PSYCHOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL** the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

DEPARTMENT OF APPLIED PSYCHOLOGY

APYVA01– PSYCHOLOGY FOR EFFECTIVE LIVING

a. Course Outcomes (CO)

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

	Course Outcome	Level
CO 1	Summarize the nature of psychosocial adjustment, aspects of self-growth, strategies for promoting healthy lifestyle	Understand
CO 2	Examine different aspects of one self and their biopsychosocial patterns of responses in dealing with life	Analyse
CO 3	Employ the knowledge to assertively balance individuality, self-growth and the sense of community and cope constructively	Apply
CO 4	Use the knowledge to be resilient and thrive both physically and psychologically to attain sustainable happiness	Apply
CO 5	Demonstrate efficiency in coping with stress and regulating all aspects of one's self to be able to flow into sustainable physical and psychological well-being	Skill

b. Syllabus

Units	Content	Hrs.
I	Psychosocial Adjustment: Adjustment, Overcoming Loneliness, Dealing with Social Pressure, Assertiveness, Balancing Individuality and Community, Practicing Altruism.	6
II	Self-Growth: Methods of Self-Enhancement, Self-Regulation, Self-Efficacy, and Self-Defeating Behaviour; Understanding and Managing Emotions, Experiencing Mindfulness and Flow, Improving Academic Performance.	6
III	Stress and Coping: Nature of Stress, Types of Stress, Responding to Stress, Potential Effects of Stress; Factors Influencing Stress Tolerance, Common Coping Patterns, Types of Constructive Coping.	6
IV	Positive Living: Practicing Gratitude, Optimism, Roots of Sustainable Happiness and its Importance; PERMA Model of Well-Being; Strategies for Enhancing Hope, Nurturing Resilience.	6
V	Promoting Healthy Lifestyle: Developing Healthy Diet and Regulating Eating Behaviour, Determinants of Physical Activity, Practicing Sleep Hygiene and Meditation, Understanding the Effects of Substance Use, Habits- Barriers in Modifying Health Behaviours and Attitude Change and Health behaviours, Self-Determination Theory.	6

Tasks and Assignments: Test 1; Test 2, Seminar & Assignment.

DEPARTMENT OF APPLIED PSYCHOLOGY

References:

1. Weiten, W., & Lloyd, M. (2000). *Psychology applied to modern life: adjustment at the turn of the century*. In Wadsworth/Thomson Learning eBooks.
2. Weiten, W., Dunn, D. S., & Hammer, E. Y. (1999). *Psychology Applied to Modern Life: Adjustment in the 21st century*. <http://ci.nii.ac.jp/ncid/BA60228703>
3. Bekerian, D., & Levey, A. (2011). *Applied Psychology: Putting theory into practice*. OUP Oxford.
4. Taylor, S. E., & Stanton, A. L. (2020). *Health Psychology* (11th ed.). McGraw Hill Higher Education.
5. Linley, P. A., & Joseph, S. (2012). *Positive Psychology in Practice*. John Wiley & Sons.
6. Compton, W. C., & Hoffman, E. (2019). *Positive Psychology: The Science of Happiness and Flourishing*. SAGE Publications.

c. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

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

Category	C01	C02	C03	C04	C05
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART – C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	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

APYVA01– PSYCHOLOGY FOR EFFECTIVE LIVING
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer ALL the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer ALL the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer FIVE questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

DEPARTMENT OF APPLIED PSYCHOLOGY

SEMESTER THREE

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks	
								CIA	EE
APY2031	Psychopathology	CC	3	0	1	4	5	40	60
APY2032	Counselling Skills and Process	CC	2	1	1	4	5	40	60
APY2033	Statistics for Psychology-II	CC	2	0	1	3	4	40	60
APY2034	Research Methodology-II	CC	3	1	0	4	4	40	60
APY EC01	Psychotherapy-I	DSE ¹	2	0	2	4	6	40	60
APY EC02	Counselling Interventions								
APY EC03	Organizational Behaviour								
APY2035	Practicum –III^	CCP	0	0	4	4	8	100 (CA)	
APYSE01	Effective Communication and Professional Skills	Skill Enhancement Course				2	2	40	60
TOTAL Credits/ Hours						25	34		

(Course Type* - Core/DSE - Department Specific Elective/ SS – Soft Skill) | L – Lecture | T – Tutorial | P – Practical

[^] 1 credit in practical equals to 2 hours of work load

APY2031- PSYCHOPATHOLOGY

a. Course Outcomes (CO)

On the successful completion of the course, 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

DEPARTMENT OF APPLIED PSYCHOLOGY

CO 5	Demonstrate the necessary skills to diagnose psychological disorders according to the existing systems of classification	Skill
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b. Syllabus

Units	Content	Hrs.
I	Introduction, 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. Contemporary and Legal Issues in Abnormal Psychology.	12
II	Anxiety disorders; obsessive compulsive disorder & related disorders; Stress related disorders: Clinical features, Etiology & Treatment perspectives.	12
III	Mood Disorders and Suicide; Dissociative Disorders, Somatic Symptom and Related Disorders: 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.
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.
7. Kring, A., Johnson, S., & Davison, G. (2013). Abnormal psychology (12th ed.). Hoboken, N.J.: Wiley.

DEPARTMENT OF APPLIED PSYCHOLOGY

8. Sadock, B., & Sadock, V. (2007). Kaplan and Sadock's Synopsis of Psychiatry. Philadelphia: Wolters Kluwer Lippincott Williams and Wilkins.
9. Casey, P., & Kelly, B. (2019). *Fish's clinical psychopathology: Signs and symptoms in psychiatry*. Cambridge University Press.
10. 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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

DEPARTMENT OF APPLIED PSYCHOLOGY

g. Rubric for Assignments

Sl. 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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	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

APY2031- PSYCHOPATHOLOGY

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL** the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APY2032– COUNSELLING SKILLS AND PROCESS

a. Course Outcomes (CO)

On the successful completion of the course, 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 with the counselees.	Analyse
CO 3	Identify 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	Meaning, definition, goals and scope of counselling; Importance	

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	of counselling; Pre-counselling issues; Counselling setting; Informed consent; Issues of confidentiality; Verbatim; Case history; Reporting; Ethical and Legal aspects counselling.	14
II	Building Counselling Relationship: Personal Self and Professional Self; the importance of a professional relationship; Characteristics of an effective counsellor; characteristics of counselees; Initial interview; Conditions facilitating the building and maintenance of counselling relationship.	12
III	Process of Counselling: Pre-counselling interview; initial interview; Establishing rapport; Information gathering; Deep exploration; Assessment; Intervention; Evaluation; Termination; Follow-up.	14
IV	Counselling Skills: Attending; Responding; Active Listening; Verbal and non-verbal communication; Observational Skills; Challenging; Use of questions; Reflection; paraphrasing; summarizing; Self-awareness; Empathy; Unconditional positive regard; Congruence, Respect; Immediacy; confrontation; Concreteness; Self-disclosure.	20
V	Models of Counselling: Egan's Skilled Helper Model; Ivey's Micro skills Model; Carl Roger's Model.	15

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Chen, M., & Giblin, N. J. (2017). *Individual counseling and therapy: Skills and techniques*. Routledge
2. Corey, G. (1009). *Theory and Practice of Counselling and Psychotherapy*. Belmont, Thomson Brooks/Cole.
3. Egan, G (2010). *The Skilled Helper* (9th ed.). Brookes/Cole.
4. Geldard, K & Geldard, D (2005). *Practical Counselling Skills: An Integrative Approach*. New York: Palgrave Macmillan
5. McLeod, J & McLeod, J (2011). *Counselling Skills: A practical guide for Counsellors and Helping Professionals* (2nded.). England: McGraw-Hill Education
6. Nelson-Johns, R. (2005). *Practical Counselling and Helping Skills: Text and Activities for the Life Skills Counselling Model* (5th ed.). New Delhi: Sage Publications
7. Palmer, S. (2000). *Introduction to Counselling and Psychotherapy*. Sage Publications.

DEPARTMENT OF APPLIED PSYCHOLOGY

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
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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05
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Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - III
APY2032– COUNSELLING SKILLS AND PROCESS
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer ALL the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

DEPARTMENT OF APPLIED PSYCHOLOGY

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APY2033- STATISTICS FOR PSYCHOLOGY - II

a. Course Outcomes (CO)

On the successful completion of the course, 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

Unit s	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.	12
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; Shefee's Test.	12
III	Non - parametric Statistics: Assumptions of Non – parametric Statistics; Mann Whitney U-test; Kruskal Wallis H test; sign test; Sign rank test; median test, Rank order- Spearman; Categorical	12

DEPARTMENT OF APPLIED PSYCHOLOGY

Unit s	Content	Hrs.
	data analysis-Chi- Square Test.	
IV	Test Development: Item writing, item analysis, Reliability and validity, Norm development and meaning of test scores, Development of Manual; Introduction to factor analysis. Introduction to mediation and moderation analysis.	12
V	Computer Applications for the analysis of data and Introduction to SPSS/JASP/R/Jamovi for the analysis of non-parametric tests such as Mann Whitney U-test, Kruskal Wallis H test, Spearman's rank order, Chi-square test.	12

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. Andy, F. (2009). Discovering statistics using SPSS.
2. Field, A. (2013). Discovering statistics using IBM SPSS statistics. sage.
3. Navarro, D. (2013). Learning statistics with R: A tutorial for psychology students and other beginners: Version 0.5. Adelaide, Australia: University of Adelaide.
4. Arthur, A., Elaine, A. N., & Elliot C. J. (2012). Statistics for Psychology (6th ed.). Pearson Education.
5. Garrett, H. E. & Woodworth, R. S (1981). Statistics in psychology and Education. Vakils, Peffer and Simons Ltd, Bombay.
6. Garrett, H. E. (2006). Statistics in psychology and Education. Cosmo.
7. Guilford J. P & Fruchter. B. (1978). Fundamental Statistics in Psychology and Education. New – York, McGraw Hill.
8. Howell, D. (2013). Statistical methods for psychology. Belmont, CA: Wadsworth Cengage Learning.
9. Siegal, S. (2002). Non –parametric Statistics for the Behavioural Sciences. New Delhi: Tata McGraw Hill.
10. Brysbaert, M. (2019). Basic statistics for psychologists. Bloomsbury Publishing.
11. Haslam, S. A., & McGarty, C. (2018). Research methods and statistics in psychology. SAGE.
12. Lyons, E., & Coyle, A. (2021). Analysing qualitative data in psychology. Sage Publications.
13. McBride, D. M. (2019). The process of research and statistical analysis in psychology. SAGE Publications.
14. McBride, D. M., & Cutting, J. C. (2019). undefined. SAGE Publications.
15. Ryan, C. (2021). undefined. CRC Press.
16. Winter, B. (2019). Statistics for linguists: An introduction using R. Routledge.

DEPARTMENT OF APPLIED PSYCHOLOGY

17. McBride, D. M., & Cutting, J. C. (2019). Lab manual for psychological research and statistical analysis. SAGE Publications.

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

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

Category	C01	C02	C03	C04	C05
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05

DEPARTMENT OF APPLIED PSYCHOLOGY

			mostly specific				
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - III
APY2033- STATISTICS FOR PSYCHOLOGY - II
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

DEPARTMENT OF APPLIED PSYCHOLOGY

Answer ALL the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer ALL the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer FIVE questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APY2034- RESEARCH METHODOLOGY - II

a. Course Outcomes (CO)

On the successful completion of the course, 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	Paradigms of Research: Ontology, Epistemology and Methodology of Positivism, Post-positivism, Social Constructivism, Critical Paradigm, Transformative Research and Pragmatic Research.	12
II	Characteristics of Qualitative Research: Subjectivity, Reflexivity, Triangulation, and Researcher's self in Qualitative Research, Power.	10

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
III	Approaches and Methods: Ethnography; Phenomenology; Grounded theory; Narrative inquiry; Case study; Observation; Interview; Survey; Focus group discussion.	14
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): Standard Report Writing Styles. Writing research report - Title, Abstract, Introduction, Review of literature, Method, Results, Discussion, References and Appendices. Referencing styles and softwares, Plagiarism and related softwares.	10

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.
4. Denizen, N.K., & Lincoln, Y.S. (2017). *Handbook of Qualitative Research Method*, SAGE.
5. Gobo, G. (2008). *Doing Ethnography*. Los Angles: SAGE.
6. Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. SAGE, Incorporated.
7. Riecoeur, P. (2004). *The Conflict of Interpretations*. London: Continuum.
8. Ritchie, J., & Spencer, L. (2002). Qualitative data analysis for applied policy research. *The qualitative researcher's companion*, 573, 305-329.
9. Smith, J.A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*: London: SAGE.
10. Srivastava, V.K. (2005). *Methodology and Fieldwork*. New Delhi: Oxford.
11. Tracy, S.J. (2013). *Qualitative Research Methods*. Black.
12. Beins, B. C., & McCarthy, M. A. (2018). *Research methods and statistics in psychology*. Cambridge University Press.
13. Brough, P. (2018). *Advanced research methods for applied psychology: Design, analysis and reporting*. Routledge.

DEPARTMENT OF APPLIED PSYCHOLOGY

14. Jhangiani, R., Chiang, I. A., Cuttler, C., & Leighton, D. C. (2019). *Research methods in psychology*.
15. Rooney, B. J., & Evans, A. N. (2018). *Methods in psychological research*. SAGE Publications.
16. Woo, S. E., Tay, L., & Proctor, R. W. (2020). *Big data in psychological research*. American Psychological Association.
17. Willig, C., & Rogers, W. S. (2017). *The SAGE Handbook of Qualitative Research in Psychology*. SAGE Publications Ltd. <https://doi.org/10.4135/9781526405555>
18. Frost, N. (2021). *Qualitative research methods in psychology: Combining core approaches* 2e. McGraw-Hill Education (UK).
19. Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods*. SAGE.
20. Howitt, D. (2016). *Introduction to qualitative research methods in psychology*. Pearson UK.

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
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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12

DEPARTMENT OF APPLIED PSYCHOLOGY

Total	12	12	12	12	12
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g. Rubric for Assignments

Sl. 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

Sl. 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 Communicate with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

DEPARTMENT OF APPLIED PSYCHOLOGY

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SEMESTER - II

APY2034- RESEARCH METHODOLOGY - II

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL** the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APYEC01 - PSYCHOTHERAPY I

a. Course Outcomes (CO)

On the successful completion of the course, 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

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
I	Meaning, Definition and Objectives of Psychotherapy; Therapeutic Process, Therapeutic Perspectives: Psychodynamic, Behaviouristic, Cognitive, Existential, Person- Centered.	8
II	Principles and Techniques of Behaviour Therapy: Classical Conditioning: Systematic Desensitization, Jacobson's Progressive Muscle Relaxation, Flooding, Implosive Therapy, Assertiveness Training, 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).	14
III	Cognitive Therapies -Cognitive Therapy (Aaron Beck): Brief history, Core beliefs, Cognitive distortions, Therapeutic goals and process; Techniques, Procedures and its application.	12
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, Procedure and its application.	14
V	Existential Psychotherapy: Goals, Freedom, Responsibility and Choice, Isolation and Loving, Meaning and Meaninglessness, Techniques, Procedure and its application.	12

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.).

DEPARTMENT OF APPLIED PSYCHOLOGY

Guilford Publications.

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.
9. Bellack, A., Hersen, M., & Kazdin, A. (1990). International Handbook of Behavior 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 Education, Inc.
12. Gabbarel, G.O., Beck, J.S., & Holmes, J. (2007). Oxford Text Book of Psychotherapy. New York: Oxford University Press.
13. Hofmann, S. G. (2012). An Introduction to Modern CBT. USA: Wiley-Blackwell.
14. Norcross, J., & Goldfried, M. (2005). Handbook of Psychotherapy Integration. New York: Oxford University Press.
15. Jena, S. P. K. (2008). Behaviour Therapy: Techniques, Research and Applications. New Delhi: Sage Publications.
16. Raymond, J. C & Danny, W. (2010). Current Psychotherapies Publisher: Brooks Cole.
17. Rimm, D. C & Masters, J. C. (1979). Behaviour Therapy; Techniques and Empirical Findings. New York: Academic Press.
18. Sarason I.G. & Sarason B.R. (2000). Abnormal Psychology. Prentice Hall of India Pvt. Ltd. New Delhi.
19. Spiegler. M.D. (1997). Contemporary Behaviour Therapy. New Delhi. 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

	PO1	PO2	PO3	PO4	PO5
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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05
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Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - III

**APYEC01- PSYCHOTHERAPY-I
END SEMESTER EXAMINATION**

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer ALL the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

DEPARTMENT OF APPLIED PSYCHOLOGY

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APYEC02 – COUNSELLING INTERVENTIONS

a. Course Outcomes (CO)

On the successful completion of the course, 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 counselling - Counselling techniques and procedures, counselling with diverse populations; Adlerian counselling - Therapeutic process, Techniques, Procedure and its application	11
II	Behaviour Counselling: Behavioral counselling process, Techniques, Application of behavioral techniques and procedures, Relationship	

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	between counsellor 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.	13
III	Cognitive behaviour counselling: Goals and process of counselling, Application of techniques and procedures,. Rational Emotive Behavioural Therapy (Albert Ellis): counselling process and techniques (cognitive, emotive and behavioural), REBT with diverse population. Cognitive Behaviour Modification (Donald Meichenbaum): Reflection on beliefs and self-instructions, Application of techniques and procedures, Stress Inoculation Technique, Application on diverse population.	13
IV	Existential Counselling (Viktor Frankl and Rollo May): 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, Counselling techniques and procedures; Areas of application. Gestalt Counselling: Counselling process and techniques.	12
V	Person Centered Counselling: Counselling techniques and procedures, Counselling with diverse population. Transactional Analysis (Eric Berne): Counselling techniques and procedures.	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. Dryden, W. & Mytton, J. (1999). Four Approaches to Counselling and Psychotherapy. New York: Routledge
3. James, R., & Gilliland, B. (2003). Theories and Strategies in Counseling and Psychotherapy. Boston, MA: Allyn and Bacon.
4. Seligman, L. W, & Reichenberg, L. W. (2014). Theories of Counseling and Psychotherapy: Systems Strategies and Skills. (4th ed). Pearson.

DEPARTMENT OF APPLIED PSYCHOLOGY

5. Short, F. & Thomas, P. (2015). Core Approaches in Counselling and Psychotherapy. UK: Routledge

c. Mapping of Program Outcomes with Course Outcomes

	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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
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DEPARTMENT OF APPLIED PSYCHOLOGY

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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - III
APYEC02- COUNSELLING INTERVENTIONS
END SEMESTER EXAMINATION

DEPARTMENT OF APPLIED PSYCHOLOGY

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL** the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APYEC03 – ORGANIZATIONAL BEHAVIOUR

a. Course Outcomes (CO)

On the successful completion of the course, 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

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
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 ed.) 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* (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
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DEPARTMENT OF APPLIED PSYCHOLOGY

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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05
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Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - III
APYEC03 – ORGANIZATIONAL BEHAVIOUR
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL the** questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

DEPARTMENT OF APPLIED PSYCHOLOGY

Answer ALL the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer FIVE questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APY2035- PRACTICUM III

a. Course Outcomes (CO)

On the successful completion of the course, 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

List of Assessments/Experiments

Units	Content	Hrs.
I	IPAT Depression scale, Beck's Depression Inventory, State Trait Anxiety Test (STAT), Presumptive Stressful Life Events Scale	12
II	Family environment Scale, Marital adjustment Questionnaire, Adjustment Inventory	12
III	Leadership, Managerial Effectiveness Scale, Organisational climate inventory, Job satisfaction scale, Guidance Need Inventory, Employee's mental health inventory	12
IV	Koh's Block Design test, Bender Gestalt test, Knox cube test, Alexander Pass along test, The Minnesota Multiphasic Personality Inventory (MMPI)	12
V	Neuro Psychological assessment, Attention Deficit Scales for Adults (ADSA), PGI Brain Dysfunction (To assess the Brain Dysfunction of the subject), NIMHANS Neuro-psychological Battery or any other Neuro - psychological Battery	12

Tasks and Assignments:

DEPARTMENT OF APPLIED PSYCHOLOGY

- ✓ Components of Continuous Internal Assessment includes: Assignments, Record Work, Viva-voce and conduction of psychological assessments.
- ✓ 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 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. 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. 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

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

d. Evaluation Scheme

	C01	C02	C03	C04	C05	Total
CIA	20	20	20	20	20	100

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and	Ideas are detailed, Developed and supported with evidence	Ideas are presented but not particularly developed or supported	Content is not sound	NA	C01, C02, C03, C04, C05

DEPARTMENT OF APPLIED PSYCHOLOGY

		examples	and facts mostly specific				
2	Org. 50%	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion	organization al tools are weak or missing	No org.	NA	CO1, CO2, CO3, CO4, CO5

Org. – Organization | NA – Not Attended

f. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SEMESTER - III

APY2035– PRACTICUM III

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 40

Sl. No.	Model Questions	Specification	Level
1 (a)	XY, a 23-year-old female who has been married for 2 years, was recently hospitalized after a suicide attempt. She was later brought to a psychologist after complains of constant worrying, feelings of sadness, hopelessness and low self-worth. She is the eldest daughter of her family. Following scores were obtained when she was assessed using IPAT Depression Scale. Interpret the result, discuss and draw conclusion, based on the details given below. (17 marks)	Assess	Skill understand
1 (b)	Interpret the result, discuss and draw conclusion, based on the details given above. (13 marks)	Assess	Skill
2 (a)	Assess the marital adjustment of your participant using marital adjustment Questionnaire. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

APYSE01- EFFECTIVE COMMUNICATION AND PROFESSIONAL SKILLS

a. Course Outcomes (CO)

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

	Course Outcome	Level
CO 1	To understand and improve the communicative competence of the students	Understand
CO 2	To enable the students to acquire various skills required for effective verbal and non-verbal communication	Apply
CO 3	To enable the students to communicate effectively in various situations	Apply
CO 4	To enable the students to make good resume, prepare effectively for interview and perform effectively in group discussions	Apply
CO 5	To develop effective presentation skills	Skill

b. Syllabus

Units	Content	Hrs.
I	Communication – Verbal, Non-verbal, Intrapersonal, Interpersonal and social media communication. Strategies for effective communication; 7 Cs for effective communication and Barriers to communication.	6
II	Presentation Skills - Structure of presentation, Software and tools to create effective presentation, Tips and techniques for making an effective presentation. Effective use of chalk and talk, OHP, LCD and Power-point.	6
III	Interview - Types of Interviews, Non-verbal etiquette for an interview, best practices before and after the Job Interview. The Interview Process, Pre-Interview Preparation, Answering Strategies Group Discussion: Do's and Don't	7
IV	Writing Skills: Writing CV and Resume, Preparing Cover letters, Email Writing, Professional Email Etiquettes, Report Writing.	6
V	Personality Development: Developing positive professional attitude, Time Management, Stress Management, Developing leadership qualities and engaging in Team work.	5

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

DEPARTMENT OF APPLIED PSYCHOLOGY

References:

1. Chambers, H. E. (2001). Effective communication skills: For Scientific and technical professionals.
2. Hasson, G. (2015). Brilliant communication skills. Pearson UK.
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4. Kotzman, M., & Kotzman, A. (2008). A step-by-step guide to communication skills training. Listen to me listen to you. Victoria: Acer Press.
5. Hargie, O., Dickson, D., & Tourish, D. (2004). Communication skills for effective management.
6. Hargie, O. (Ed.). (1997). The handbook of communication skills. Psychology Press.
7. Kehoe, D. (2011). Effective communication skills
8. Bradbury, A. J. (2006). Successful presentation skills (Vol. 111). Kogan Page Publishers.
9. Mandel, S. (2000). Effective presentation skills; A practical guide for better speaking. Crisp Learning.
10. Karten, N. (2010). Presentation skills for technical professionals. It Governance Ltd.
11. Fry, R. W. (1996). Your first interview. Career Press.
12. Ramesh, G. (2010). The ace of soft skills: attitude, communication and etiquette for success. Pearson Education India.
13. Chou, W. (2013). Fast-tracking Your Career: Soft Skills for Engineering and IT Professionals. 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	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)

DEPARTMENT OF APPLIED PSYCHOLOGY

	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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
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DEPARTMENT OF APPLIED PSYCHOLOGY

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 Communicate with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SEMESTER - III

APYSE01- EFFECTIVE COMMUNICATION AND PROFESSIONAL SKILLS

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL the** questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL the** questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

DEPARTMENT OF APPLIED PSYCHOLOGY

SEMESTER FOUR

Course Code	Course Title	Course Type*	L	T	P	Credits	Hours	Marks	
								CIA	EE
APY EC04	Psychotherapy-II	DSE ²	2	0	2	4	6	40	60
APY EC05	Counselling in Different Settings								
APY EC06	Human Resource Management								
APYEC07	Supervised Professional Training based on specialization - (2 months) #	DSE ³	0	5	4	9	**	100 (CA)	
APY2041	Dissertation*		0	4	4	8	***	100 (CA)	
Total Credits						21			

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

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

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

A student has to earn a minimum of *9 credits- 360hrs for Supervised Professional Training/internship -

***8 Credits 320 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.

As per NATIONAL CREDIT FRAMEWORK 1 THEORY CREDIT =15 HRS, 1 PRACTICAL CREDIT = 30 HRS AND 1 EXPERIMENTAL/PROFESSIONAL LEARNING (INTERNSHIP, FIELD WORK) = 40 - 45 hrs 4. Evaluation pattern -

Theory papers 60 marks for End Semester and 40 marks for Continuous Internal Assessment. Total 100 Marks. Practical papers - Continuous Internal Assessment -100 marks. 5.Question paper pattern as per CUTN norms.

APYEC04 - PSYCHOTHERAPY II

a. Course Outcomes (CO)

On the successful completion of the course, 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	Apply

DEPARTMENT OF APPLIED PSYCHOLOGY

	psychological disorders	
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	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	10
II	Family Counselling: Theoretical Approaches to Family Counselling – Structural Approach; Cognitive; Behavior Approach; Strategic Approach; Solution Focused Approach; Narrative Approach; Relationship counselling.:	14
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
IV	Counselling in Health Setting: Health behavior and belief- Factors predicting health behavior and beliefs, health awareness and 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	10
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	14

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	Consultation – Definition and Types; Functions of a Consultant; Phases of Consultation; Practice of Mental Health Education.	

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

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3

DEPARTMENT OF APPLIED PSYCHOLOGY

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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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	Includes title, introduction, statement of main idea and	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

DEPARTMENT OF APPLIED PSYCHOLOGY

		and conclusion	conclusion				
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Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. 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 Communicate with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SEMESTER - IV

APYEC04 - PSYCHOTHERAPY II

END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL the** questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL the** questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

DEPARTMENT OF APPLIED PSYCHOLOGY

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APYEC05 - COUNSELLING IN DIFFERENT SETTINGS

a. Course Outcomes (CO)

On the successful completion of the course, 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

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
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
IV	Counselling in Health Setting: Health behavior and belief- Factors predicting health behavior and beliefs, health awareness and 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.
3. Lee, C. (2007). Resolving Behaviour Problems in your School- A Practical Guide for Teachers and Support Staff. Paul Chapman Publishing.
4. Levine, M., Perkins, D. D. & Perkins, D. V. (2005). Principles of Community

DEPARTMENT OF APPLIED PSYCHOLOGY

Psychology. (3rd ed.). Oxford University Press.

5. Neil, N. (1994). Health Psychology: An Introduction for Nurses and other health care professionals. London: Churchill Livingstone
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.
11. Taylor, E. (2018) Health Psychology. 10th ed, New York, NY: McGraw-Hill.
12. Woolfolk, A. (2017). Educational Psychology, 13th ed. Delhi: Pearson Education.
13. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

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

Category	C01	C02	C03	C04	C05
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART – C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowle dge and Underst anding 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

DEPARTMENT OF APPLIED PSYCHOLOGY

2	Present ation 50%	Well Communicate with logical sequences, examples, and references	Communic ated with sequences	Just Communicat ed	No coherent communi cation	NA	CO1, CO2, CO3, CO4, CO5
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NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - IV
APYEC05 - COUNSELLING IN DIFFERENT SETTINGS
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL** the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

APYEC06 – HUMAN RESOURCE MANAGEMENT

a. Course Outcomes (CO)

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

	Course Outcome	Level
CO 1	Summarize the characteristics and roles of Human Resource	Understand

DEPARTMENT OF APPLIED PSYCHOLOGY

	Management	
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	10

DEPARTMENT OF APPLIED PSYCHOLOGY

Units	Content	Hrs.
	reward strategy.	

Tasks and Assignments:

Test 1; Test 2, Seminar & Assignment.

References:

1. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

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
Part A- MCQ's (10X1 = 10Marks) / Part B- (5 X 3 = 15 marks) / PART - C (5 X 7=35)	12	12	12	12	12
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. 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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
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DEPARTMENT OF APPLIED PSYCHOLOGY

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 Communicate with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

i. Model Question Paper

PROGRAMME: MASTER OF SCIENCE IN APPLIED PSYCHOLOGY
SEMESTER - III
APYEC06- HUMAN RESOURCE MANAGEMENT
END SEMESTER EXAMINATION

DURATION: 3 Hours

Max. Marks: 60

PART A

Answer **ALL** the questions

(10X 1 = 10)

Each Question carries one mark

Choose the best suitable answer for the Question given below

PART B

Answer **ALL** the questions

(5 x 3 = 15 Marks)

Each question carries 3 Marks

PART C

Answer **FIVE** questions

(5 x 7 = 35 Marks)

Each question carries 7 Marks

DEPARTMENT OF APPLIED PSYCHOLOGY

APYEC07 Supervised Professional Training based on Specialization (2 months)-

a. Course Outcomes (CO)

On the successful completion of the course, 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

b. 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

c. Evaluation Scheme

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

d. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

e. Rubric for Reports

Sl. 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	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

f. Rubric for Presentation

Sl. 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	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

g. Templates for Internship Report, External Evaluation and Attendance is attached as Annexure I

DEPARTMENT OF APPLIED PSYCHOLOGY

APY2041- DISSERTATION

a. Course Outcomes (CO)

On the successful completion of the course, 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. 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

c. Evaluation Scheme

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

d. 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

DEPARTMENT OF APPLIED PSYCHOLOGY

e. Rubric for Reports

Sl. 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	organization al tools are weak or missing	No org.	NA	C01, C02, C03, C04, C05

Org. – Organization | NA – Not Attended

f. Rubric for Presentation

Sl. 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 Communicate d with logical sequences, examples, and references	Communicat ed with sequences	Just Communicat ed	No coherent communication	NA	C01, C02, C03, C04, C05

NA – Not Attended

g. Templates for Dissertation is attached as Annexure II



CENTRAL UNIVERSITY OF TAMIL NADU
SCHOOL OF BEHAVIOURAL SCIENCES
DEPARTMENT OF APPLIED PSYCHOLOGY

Supervisor's Guide
for
SUMMER INTERNSHIP
M.Sc. Applied Psychology
(Mention specialization)

Month - Year

CENTRAL UNIVERSITY OF KARNATAKA
DEPARTMENT OF APPLIED PSYCHOLOGY
M.Sc. APPLIED PSYCHOLOGY

SUPERVISED PROFESSIONAL TRAINING

A: Background

Central University of Tamil Nadu (CUTN) is an institution of higher education established by an Act of Parliament in 2009. The Department of Applied Psychology formulated in the academic year 2017-18 under the School of Behavioural Sciences offers M.Sc. Applied Psychology programme with three specializations: (i) Clinical Psychology, (ii) Counselling Psychology, and (iii) Industrial and Organisational Psychology. The programme 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 Masters Level Applied Psychology Programme encompasses a two-year programme of post graduate study developed to meet the standards promoted by the Indian and International professional organizations for applied psychologists. The Applied Psychology Internship Programme is a planned summative and integrative experience that comes at the end of fieldwork, and practicum experiences during the second semester and fourth semester of the programme. The Supervised Professional Training experience is seen as being comprehensive and well balanced in roles and functions for developing applied psychologists in any one of the three specialization offered by the department i.e. Clinical, Counselling and Organizational.

OBJECTIVES

The Supervised Professional Training after the Third semester aims to provide students the opportunity to work in real settings, which would help them in choosing their area of specialization and also to instil in them values of commitment and ethical standards of practice in the profession under a supervised and professional setting.

B: Expected practical experience:

➤ Assessment and diagnosis, including interviewing, case history taking, administration of psychological tests, scoring and interpretation of the test results and arriving at a correct diagnosis of the problem. Trainees may be involved in providing individual and group psychotherapy, behavioural treatment, assessment, and working with an interdisciplinary treatment team.

C: Duration: Two Months (Mention date)

D: Working hours: The working hours will be as per your organization's work schedule. Holidays may be given as per your institution's norms.

E: Reporting: The identified supervisor/s in the organization who is guiding the trainee shall directly report the progress to the supervisor in-charge at the Department of Applied Psychology. This includes the attendance, working duration and progress.

F: Evaluation: The Supervisor / Co-supervisors are expected to evaluate the performance of the student in the prescribed format issued by the Department of Applied Psychology.

Duration – Date/Month/ Year

Name of the organization:

[illegible]

Internship Evaluation form

This evaluation form is to be completed by the supervisor at the end of the supervised internship period, and sent to: The Head, Department of Applied Psychology, Central University of Tamil Nadu, Thiruvarur- 610 005

Please discuss your evaluation with the student before sending the form.

Name of student:

Name of supervisor:

Place of training/ institution:

Student attendance

Duration of internship:

Hours per
week:

Days of presence:

Supervisors' evaluation of student competencies in relation to course objectives

Please evaluate the student's skills and attitudes in relation to the course objectives listed below, and mark the box with P (for pass) and F (for fail). In order to make the final decision of students passing or failing the course, we kindly ask you to describe and motivate in writing if the student fail on one or more of the learning objectives.

Professional skills

End of internship

After completing the course, the student should be able to....

1. With supervision display the ability to work with psychological assessment

☐

2. With supervision display the ability to plan,

☐

- | | |
|---|--------------------------|
| implement and evaluate psychological intervention | <hr/> |
| 3. Display the ability to give clients and colleagues both oral and written information in a professional way | ☐ |
| 4. Document work in accordance with applicable laws and regulations | ☐ |

Values and Attitudes

End of internship

After completing the course, the student should be able to....

- | | |
|---|--------------------------|
| 5. Act professionally in relation to clients and their relatives | ☐ |
| 6. Display the ability to collaborate and act professionally in relation to colleagues and team members | ☐ |
| 7. Display the ability to learn from supervision, to critically review own work efforts, and continually reflect on his or her own professional development | ☐ |
| 8. Display the ability to act autonomously within the limits given in supervision | ☐ |

Signatures

Place and date

Supervisor's / & Co-supervisor's
signature:

Place and date

Student's signature

Programme: MSc

Semester: II Semester

Name of the student:

Evaluation Criteria for evaluation of intern:

Kindly rate the intern on following:

1. Preparedness for internship.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

2. Involvement in activities/ in the whole processes during internship.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

3. Responsibility with the task/role assigned.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

4. Punctuality / Regularity.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

5. Promptness of the assigned task completion.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

6. Compliance with the organizational norms and guidelines.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

7. Communication effectiveness/ skills.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

8. Taking initiative for learning and experience.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

9. Motivation to learn.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

10. Overall evaluation.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

Date:

Place:

Name and Signature of the Supervisor

INTERNSHIP REPORT



DEPARTMENT OF APPLIED PSYCHOLOGY

SCHOOL OF BEHAVIOURAL SCIENCE

CENTRAL UNIVERSITY OF TAMIL NADU

Programme: M.Sc. Applied Psychology

Registration Number:

Name

Internship Supervisor

Month/Year

DECLARATION

I **Name of the Student**, declare that I have undergone two-months internship at ----- as part of my fourth semester **M.Sc. Applied Psychology** curriculum. This report is the original work carried out by me under the guidance of my internship supervisor **Name** in the Department of Applied Psychology at Central University of Tamil Nadu.

Date:

Place:

Name of the Student

CERTIFICATE

This is to certify that this internship report submitted to the Department of Applied Psychology, Central University of Tamil Nadu, in partial fulfilment of the requirements of the award of the degree M.Sc. in Applied Psychology, is a genuine record of the internship done by **Name of the Student** under my guidance and supervision and that this report has not been previously submitted, in part or full, for the award of any degree, diploma, or any similar titles.

Date:

Place:

Supervisor Name

INDEX

The report must include the following

INTRODUCTION

ABOUT THE ORGANIZATION/ INSTITUTION

ACTIVITIES INVOLVED AND CONDUCTED BY THE INTERN

PERSONAL AND PROFESSIONAL LEARNING

DISCOVERY OF BLIND SPOTS

CHALLENGES FACED

AREA NEED TO BE FOCUSED AND IMPROVED

CASE STUDIES (Minimum 6 Case studies)

REPORT OF RESEARCH WORK CARRIED OUT (if any)

CONCLUSION

CASE STUDY – FORMAT

Socio Demographic Data

Presenting Complaints

Informants

Chief Complaints

Mode of onset:

Course:

Duration:

Precipitating Factors:

Perpetuating Factor:

History of Present Illness

History of Substance Use

Negative History

Treatment History

Personal history

Birth History

Milestone Development

Childhood History

Educational History

Occupational History

Marital History

Sexual History

Premorbid Personality

Family History

Mental Status Examination

General Appearance

Dressing and Hygiene:

Co-Operative:

Eye to Eye Contact

Rapport

Psychomotor Activity (PMA)

Attention and Concentration

Memory

Recent Memory:

Remote Memory:

Intelligence

General Knowledge:

Arithmetical area

Comprehension

Abstract Thinking

Orientation

Voice and Speech

Perceptual Disturbances

Thought Disturbances

Judgement

Personal Judgement

Social Judgement

Mood & Affect

Mood

Affect

Insight

Diagnostic Formulation

Provisional Diagnosis

Treatment Plan

DISSERTATION TEMPLATE

TITLE

Dissertation submitted to the Central University of Tamil Nadu in partial
fulfilment for the award of the degree of

MASTER OF SCIENCE in Applied Psychology

Submitted by

Student's Name

Under the Guidance and Supervision of

Supervisor Name



Department of Applied Psychology
School of Behavioral Sciences
Central University of Tamil Nadu
Thiruvarur – 610 005

Month Year

DECLARATION

This is to certify that the thesis entitled “***TITLE***” submitted to the Central University of Tamil Nadu in partial fulfilment of the requirement for the award of the degree of M.Sc. in Applied Psychology, is a record of original research work done by me under the supervision and guidance of ***Supervisor*** and that the thesis has not been previously submitted, in part or full, for the award of any degree, diploma, association or any other similar titles.

Place:

Name of the Student

Date:



DEPARTMENT OF APPLIED PSYCHOLOGY

தமிழ்நாடு கेंद्रीय विश्वविद्यालय

(संसदद्वारापारितअधिनियम 2009 केअंतर्गतस्थापित)

CENTRAL UNIVERSITY OF TAMIL NADU

(Established by an Act of Parliament, 2009)

नीलकुडीपरिसर/Neelakudi Campus, कंगलान्चेरी/Kangalancherry,

तिरुवारूर/Thiruvarur- 610 005

CERTIFICATE

This is to certify that the thesis entitled "***Title***" submitted to the Department of Applied Psychology, Central University of Tamil Nadu in partial fulfilment of the requirement for the award of the degree of M.Sc. in Applied Psychology, is a record of original research done by **Name of the student** under my supervision and guidance, and that the thesis has not been previously submitted, in part or full, for the award of any degree, diploma, associate ship or any other similar titles.

Head of the Department

Research Supervisor

Place:

Date:

ACKNOWLEDGEMENT

ABSTRACT

CONTENT

LIST OF TABLES

LIST OF FIGURES

INTRODUCTION

Significance of the study

Aim of the Study

Objective of the Study

Hypothesis of the study

REVIEW OF LITERATURE

Theoretical Review

Empirical studies

METHODOLOGY

Research Design

Sample and Sampling Method

Tools used for data collection

Procedure of data collection

Statistical Analysis

RESULT AND DISCUSSION

SUMMARY AND CONCLUSION

REFERENCES

APPENDICES

PLAGIARISM REPORT