



Guru Jambheshwar University of Science and Technology
Hisar-125001, Haryana
(‘A+’ NAAC Accredited State Govt. University)



Scheme of Examination
[Master of Sciences in Psychology]

Name of the Programme: Post Graduate Diploma and Master Degree in Psychology Programme
According to National Education Policy-2020

FIRST YEAR

SEMESTER-I								
Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs)
Discipline Specific Course	U25PSY101T	Fundamentals of Psychology-I	4	4	30	70	100	3
	U25PSY102T	Theory & Systems in Psychology-I	4	4	30	70	100	3
	U25PSY103T	Cognitive Psychology-I	2	2	15	35	50	2
	U25PSY104T	Social Psychology	4	4	30	70	100	3
	U25PSY105T	Research Methods and Statistics -I	4	4	30	70	100	3
Practicum	U25PSY106P	Psychology Lab-I	4	8	30	70	100	3
Value Added Course		To be opted from the pool	2	2	15	35	50	2
Total			24	28	180	420	600	
SEMESTER-II								
Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Discipline Specific Course	U25PSY201T	Fundamentals of Psychology-II	4	4	30	70	100	3
	U25PSY202T	Theory & Systems in Psychology-II	4	4	30	70	100	3
	U25PSY203T	Cognitive Psychology-II	2	2	15	35	50	2
	U25PSY204T	Personality	4	4	30	70	100	3
	U25PSY205T	Research Methods and Statistics -II	4	4	30	70	100	3
Practicum	U25PSY206P	Psychology Lab-II	4	8	30	70	100	3
Seminar	U25PSY207S	Seminar	2	2	50		50	2
Internship	U25PSY201S	Internship	4	120			100	
Total			24+4	28+120	215	485	700	
COURSES OFFERED FOR THE POOLS (VAC, EES AND OE) SEMESTER-I								
Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Value Added Course	U25VAC102T	Human Values and Character Strengths	2	2	15	35	50	2

Note: Internship of 4 credits of 4 weeks (120 Hrs.) duration after 2nd semester is mandatory for each student either for enhancing the employability or for developing research aptitude.

Exit Option: PG Diploma in psychology with minimum 44 credits including 4 credit internships will be provided to the candidates who opt for exit after 2nd semester.

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SECOND YEAR

SEMESTER-III

Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs)
Discipline Specific Course	U25PSY301T	Psychological Testing & Psychodiagnostics-I	4	4	30	70	100	3
	U25PSY302T	Current Trends and Issues in Psychology-I	2	2	15	35	50	2
Discipline Elective Course		to be opted from the list of electives	4	4	30	70	100	3
		to be opted from the list of electives	4	4	30	70	100	3
		to be opted from the list of electives	4	4	30	70	100	3
Practicum	U25PSY303P	Psychology Lab-III	4	8	30	70	100	3
Open Elective		To be opted from the pool	2	2	15	35	50	2
Total			24	28	180	420	600	

SEMESTER-IV (Option A)

Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs)
Discipline Specific Course	U25PSY401T	Psychological Testing & Psychodiagnostics-II	4	4	30	70	100	3
	U25PSY402T	Current Trends and Issues in Psychology-II	2	2	15	35	50	2
Discipline Elective Course		to be opted from the list of electives	4	4	30	70	100	3
		to be opted from the list of electives	4	4	30	70	100	3
		to be opted from the list of electives	4	4	30	70	100	3
Practicum	U25PSY403P	Psychology Lab-IV	4	8	30	70	100	3
VOC		To be opted from the pool	2	2	15	35	50	2
Total			24	28	180	420	600	

List of Discipline Elective Course (Semester-III)

Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs)
Discipline Elective Course	U25PSY304T	Clinical Psychology -I	4	4	30	70	100	3
Discipline Elective Course	U25PSY305T	Industrial /Organizational Psychology-I	4	4	30	70	100	3
Discipline Elective Course	U25PSY306T	Guidance & Counselling -I	4	4	30	70	100	3
Discipline Elective Course	U25PSY307T	Psychology of Criminal Behaviour-I	4	4	30	70	100	3
Discipline Elective Course	U25PSY308T	Child Psychology-I	4	4	30	70	100	3
Discipline Elective Course	U25PSY309T	Neuro-Psychology-I	4	4	30	70	100	3
Discipline Elective Course	U25PSY310T	Health Psychology-I	4	4	30	70	100	3
Discipline Elective Course	U25PSY311T	Human Resource Management-I	4	4	30	70	100	3
Discipline Elective Course	U25PSY312T	Positive Psychology-I	4	4	30	70	100	3
Discipline Elective Course	U25PSY313T	Sports Psychology-I	4	4	30	70	100	3
Discipline Elective Course	U25PSY314T	Environmental Psychology-I	4	4	30	70	100	3

List of Discipline Elective Course (Semester-IV)								
Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Discipline Elective Course	U25PSY404T	Clinical Psychology -II	4	4	30	70	100	3
Discipline Elective Course	U25PSY405T	Industrial /Organisational Psychology-II	4	4	30	70	100	3
Discipline Elective Course	U25PSY406T	Guidance & Counselling -II	4	4	30	70	100	3
Discipline Elective Course	U25PSY407T	Psychology of Criminal Behaviour-II	4	4	30	70	100	3
Discipline Elective Course	U25PSY408T	Child Psychology-II	4	4	30	70	100	3
Discipline Elective Course	U25PSY409T	Neuro-Psychology-II	4	4	30	70	100	3
Discipline Elective Course	U25PSY410T	Health Psychology-II	4	4	30	70	100	3
Discipline Elective Course	U25PSY411T	Human Resource Management-II	4	4	30	70	100	3
Discipline Elective Course	U25PSY412T	Positive Psychology-II	4	4	30	70	100	3
Discipline Elective Course	U25PSY413T	Sports Psychology-II	4	4	30	70	100	3
Discipline Elective Course	U25PSY414T	Environmental Psychology-II	4	4	30	70	100	3

COURSES OFFERED FOR THE POOLS (VAC, EES AND OE) SEMESTER-III

Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Open Elective Course	U25OEC302T	Understanding Human Behaviour in the Digital World	2	2	15	35	50	2

SEMESTER-IV

Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Employability and Entrepreneurship Skills Course	U25EEC402T	Behavioural Communication and Interpersonal Relationship Management	2	2	15	35	50	2
Skill Enhancement Course	U25SEC402T	Positive Psychology Skills for Sustainable Mental Health	2	2	15	35	50	2
Vocational Course	U25VOC402T	Social Entrepreneurship in Mental Health	2	2	15	35	50	2

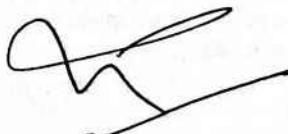
OR

IV (Option B)	U25PSY407D/ U25PSY408P/	DSC+DEC+ Dissertation/Project work 12 credits	VAC/SEC/EEC 2 credits		20-24			
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Note: Evaluation of the dissertation/ project report shall be done by an external and internal examiner. The panel of examiners for evaluation of dissertations/project reports will be approved by the respective PGBOS. The dissertation/ project report will be of total 12 credits (300 marks) and evaluation will be done in two components; report of dissertation/ project report (200 marks) and open viva-voce examination (100 marks).

#Four credits of internship, earned by a student during summer internship after 2nd semester, will be taken into account in 3rd semester of a student who pursue 2 years PG Programme without taking exit option.

#For internship refer to Internship University Ordinance for PG programmes.


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Applied Psychology (Semester-I)
Fundamentals of Psychology-I
Discipline Specific Course (DSC)

Course Code: U25PSY101T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand the biological foundations of human behaviour, including the structure and function of neurons, neurotransmitters, and the nervous and endocrine systems.
2. Describe basic sensory and perceptual processes with a focus on vision and hearing.
3. Explore the interrelationship between brain structures and behaviour.
4. Develop an awareness of states of consciousness, including sleep and dreaming, and understand concepts like subliminal and extrasensory perception.
5. Analyze and critically evaluate how perception is influenced by motivation, learning, and context.

Unit-I

Biological basis of Behaviour: Evolutionary and genetic foundations. Structure and types of neurons. Neural impulse: Origin, Conduction, and Measurement. Neurotransmitters and their behavioural implications.

Unit-II

Nervous System: Central nervous system and Peripheral nervous system – Brain and human behaviour. Endocrine system and its behavioural implications.

Unit-III

Sensation: Definition, Nature and Types; Visual Sensation: Structure and function of eye; Auditory Sensation; Structure and function of ear

Perception: Nature, Approaches, Determinants of perception. Perception of Form and Shape: Contour and Contrast, Figure-Ground differentiation. Perception of space, Movement, and Time. Role of motivation and learning in perception.

Unit-IV

Sleep, dream & Consciousness. Subliminal perception. Extrasensory Perception.

References:

- Carlson, N. R., & Birkett, M. A. (2021). *Physiology of behaviour* (13th ed.). Pearson.
- D'Amato, M. R. (2009). *Experimental psychology: Methodology, psychophysics, and learning*. Tata McGraw-Hill.
- Feldman, R. S. (2018). *Understanding psychology* (13th ed.). McGraw-Hill Education.
- Gazzaniga, M. S. (2013). *Fundamentals of psychology: An introduction*. Academic Press.
- Goldstein, B. E. (2004). *Blackwell handbook of sensation and perception*. Blackwell Publishing.
- Goldstein, E. B. (2021). *Sensation and perception* (11th ed.). Cengage Learning.
- Goldstein, E. R. (2007). *Psychology of sensation and perception*. Cengage Learning.
- Kalat, J. W. (2015). *Biological psychology*. Cengage Learning.
- Kalat, J. W. (2021). *Biological psychology* (13th ed.). Cengage Learning.
- Kellogg, R. T. (2012). *Fundamentals of cognitive psychology*. Sage.
- Lahey, B. B. (2017). *Psychology: An introduction* (11th ed.). McGraw-Hill Education.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2004). *Introduction to psychology* (7th ed., 24th reprint). Tata McGraw-Hill.
- Passer, M. W., & Smith, R. E. (2022). *Psychology: The science of mind and behaviour* (8th ed.). McGraw-Hill Education.
- Rajamanickam, M. (2005). *Experimental psychology: With advanced experiments* (Vols. 1 & 2). Concept Publishing Company.
- Schiffman, H. R. (1982). *Sensation and perception: An integrated approach*. John Wiley & Sons.
- Yantis, S., & Abrams, R. A. (2014). *Sensation and perception*. Worth Publishers.

Course Outcomes:

- Explain the biological foundations of behaviour, emphasizing neural and endocrine systems and their psychological implications. (LOTS).
- Analyze how sensory and perceptual processes, including vision and hearing, influence human experience. (HOTS).
- Evaluate scientific perspectives on sleep, consciousness, and subliminal perception, integrating biological and psychological viewpoints. (HOTS).



Dr. Anand K. S. Srinivasan
GURUJI MARRA

Applied Psychology (Semester-I)
Theories and Systems in Psychology-I
Discipline Specific Course (DSC)

Course Code: U25PSY102T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Introduce students to the foundational concepts, historical development, and scope of psychology as a scientific discipline.
2. Familiarize students with the major schools and systems in psychology, including their key figures, theoretical frameworks, and influence on contemporary thought.
3. Provide a comparative understanding of different theories of emotion and motivation through diverse psychological lenses (biological, cognitive, psychoanalytic, humanistic).
4. Encourage critical thinking about the philosophical and methodological assumptions underlying different psychological approaches.
5. Promote ethical awareness and scientific reasoning within the study and practice of psychology

Unit-I

Nature, origin, and scope of psychology. Various fields of psychology. Ethical issues in psychology.

Unit-II

Schools of psychology: Structuralism, Functionalism, Behaviourism, Psycho-analysis, Gestalt psychology. Cognitive revolution.

Unit-III

Theories of emotions: James-Lange, Cannon-Bard, Schachter Singer, Ekman.

Physiological correlates of emotions, Emotion Regulation, Emotional Intelligence.

Unit-IV


Motivation: Nature, Theories: Psychoanalytic, ethological, cognitive, humanistic, and attribution.

References:

- Carlson, N. R., & Buskist, W. (1997). *Psychology: The science of BEHAVIOUR*. Allyn and Bacon.
- Chaplin, J. P., & Krawiec, T. S. (1979). *Systems and theories of psychology*. Holt, Rinehart and Winston.
- Corsini, R. J. (1994). *Encyclopedia of psychology*. Wiley-Interscience.
- Hergenhahn, B. R., & Henley, T. (2013). *An introduction to the history of psychology* (7th ed.). Cengage Learning.
- Hothersall, D. (1995). *History of psychology* (3rd ed.). McGraw-Hill International.
- Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). (2010). *Handbook of emotions* (3rd ed.). Guilford Press.
- Marks, M. H., & Hillix, W. A. (1988). *Systems and theories in psychology*. McGraw-Hill International.
- Marx, M. H., & Hillix, W. A. (1978). *Systems and theories in psychology* (2nd ed.). Tata McGraw-Hill.
- O'Boyle, C. (2020). *History of psychology: A cultural perspective*. Routledge.
- Shah, J. Y., & Gardner, W. L. (Eds.). (2008). *Handbook of motivation science*. Guilford Press.
- Wolman, B. B. (2012). *Contemporary theories and systems in psychology*. Springer Science & Business Media.
- Woodworth, R. S., & Sheehan, M. (1963). *Contemporary schools of psychology*. Methuen.

Course Outcomes:

- Define the nature, scope, and ethical considerations in psychology, identifying key fields and foundational concepts. (LOTS)
- Analyze major psychological schools of thought, including structuralism, functionalism, behaviourism, psychoanalysis, and Gestalt psychology, assessing their contributions and limitations. (HOTS)
- Evaluate prominent theories of emotion and motivation, integrating cognitive, psychoanalytic, and humanistic perspectives to understand behaviour. (HOTS).


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Applied Psychology (Semester-I)
Cognitive Psychology-I
Discipline Specific Course (DSC)

Course Code: U25PSY103T

Credits: 02

Time of Exam: 02 Hrs.

Marks: 50

Internal: 15

External: 35

Note: The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Course Objectives:

1. Introduce students to the origin, development, and key areas of cognitive psychology as a foundational discipline in psychology.
2. Develop understanding of core cognitive processes such as attention, memory, and language.
3. Examine major theoretical models explaining attention and memory.
4. Enable students to apply cognitive principles and memory enhancement strategies such as mnemonics in practical contexts.
5. Foster analytical thinking about how cognition influences behaviour, learning, and thought processes.

Unit-I

Origin and current status of Cognitive Psychology. Attention: Forms of attention and models of attention. Language and thought

Unit-II

Memory: Sensory Memory: Iconic and Echoic, Short-Term Memory, and Long-Term Memory. Models of Memory: Information Processing Model, Level of Processing, PDP Model. Improving Memory: Mnemonics

References:

- Anderson, J. R. (2015). *Cognitive psychology and its implications* (8th ed.). Worth Publishers.
- Eysenck, M. W. (2012). *Fundamentals of cognition* (2nd ed.). Psychology Press.
- Galotti, K. M. (2017). *Cognitive psychology: In and out of the laboratory* (6th ed.). SAGE Publications.
- Matlin, M. W. (2018). *Cognition* (9th ed.). Wiley.
- Sternberg, R. J., & Sternberg, K. (2016). *Cognitive psychology* (7th ed.). Cengage Learning.
- Solso, R. L., MacLin, M. K., & MacLin, O. H. (2008). *Cognitive psychology* (8th ed.). Pearson Education.
- Reed, S. K. (2012). *Cognition: Theories and applications* (9th ed.). Cengage Learning.

Course Outcomes:

- Define foundational concepts of cognitive psychology, including attention, memory, and their theoretical frameworks. (LOTS)
- Analyze models of memory and attention, comparing their implications for cognitive processing and language development. (HOTS)
- Evaluate cognitive theories and memory enhancement techniques, integrating information processing and mnemonic strategies. (HOTS)



Applied Psychology (Semester-I)
Social Psychology
Discipline Specific Course (DSC)

Course Code: U25PSY104T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Introduce foundational concepts in social psychology including socialization, the self, social cognition, and group processes.
2. Explore how individuals perceive, influence, and relate to others through attitudes, prejudice, attribution, and leadership.
3. Understand the psychological underpinnings of prosocial behavior, aggression, and conflict.
4. Analyze theories and strategies related to attitude change, prejudice reduction, and leadership effectiveness.
5. Equip students with conceptual and analytical tools to apply social psychological principles to real-world interpersonal and societal issues.

Unit-I

Social Psychology: Nature. Socialization: Nature, Approaches, Agencies.
Self: Self Concept, Self Esteem, and Self Efficacy

Unit-II

Social Cognition – Nature and Approaches
Prejudice and Discrimination: Components of Group Antagonism, Origins of Prejudice and Remedies.
Attribution – Nature, and Theories

Unit-III

Attitudes: Nature, Strategies, and theories of attitude change.
Leadership: Theories (trait theories, contingency theories, path-goal, exchange theories).

Unit-IV

Prosocial Behaviour and Altruism: Nature, patterns of prosocial behaviour and normative expectations.
Aggression & Violence: Nature, Factors, theories. Reducing Aggression and Violence.

References:

- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2022). *Social psychology* (11th ed.). Pearson.
- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2009). *Social psychology* (12th ed.). Pearson Education India.
- Baumeister, R. F., & Bushman, B. J. (2020). *Social psychology and human nature* (5th ed.). Cengage Learning.
- Franzoi, S. L. (2012). *Social psychology* (6th ed.). McGraw-Hill Education.
- Kassin, S., Fein, S., & Markus, H. R. (2017). *Social psychology* (10th ed.). Cengage Learning.
- Myers, D. G., & Twenge, J. M. (2019). *Social psychology* (13th ed.). McGraw-Hill Education.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed.). Pearson Education.

Course Outcomes:

- Describe fundamental concepts in social psychology such as self-concept, socialization, attitudes, attribution, and group influence. (LOTS)
- Explain how social cognition operates, including how individuals form impressions, interpret others' behavior, and construct meaning in social contexts. (LOTS)
- Analyze key theories and research on prejudice, discrimination, aggression, prosocial behavior, and leadership, and their relevance in contemporary social contexts. (HOTS)
- Evaluate strategies for attitude and behavior change, leadership effectiveness, and reduction of social conflict and violence using evidence-based approaches. (HOTS)
- Apply social psychological theories and principles to real-life scenarios involving group behavior, interpersonal relationships, social influence, and conflict resolution. (HOTS)


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Applied Psychology (Semester-I)
Research Methods and Statistics-I
Discipline Specific Course (DSC)

Course Code: U25PSY105T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Introduce students to the fundamental principles of psychological research, including research problems, hypotheses, and variable management.
2. Familiarize students with various types of research designs such as experimental, correlational, field studies, and ex post facto methods.
3. Develop understanding of essential statistical concepts such as the normal probability curve, hypothesis testing, and correlation methods.
4. Equip students with the skills to analyze psychological data using descriptive and inferential statistics.
5. Prepare students to critically interpret and evaluate research findings using multivariate statistical techniques and variable control strategies.

Unit-I

Psychological Research: Nature, Characteristics, Univariate vs. Multivariate approach, Problem, Hypothesis, Variables - Types, Control of relevant variables.

Unit-II

Types of Research: Experimental, Ex Post facto, Field studies, and Correlational.

Unit-III

Normal Probability Curve: Characteristics, Applications. Hypothesis testing: Chi-square and t-test, Significance of Mean Difference. Correlation: Concept, Product-moment and Rank difference methods.

Unit-IV

Other Methods of Correlation: Biserial, Point biserial, and Tetrachoric. Partial correlation (first order), Multiple Correlation (three variables).

References:

- Broota, K. D. (1989). *Experimental design in behavioural research*. Wiley Eastern.
- Christensen, L. B., Johnson, R. B., & Turner, L. A. (2014). *Research methods, design, and analysis*. Pearson.
- Coolican, H. (2017). *Research methods and statistics in psychology*. Psychology Press.
- Edwards, A. L. (1985). *Experimental designs in psychological research*. Harper & Row.
- Field, A. (2013). *Discovering statistics using SPSS* (4th ed.). SAGE Publications.
- Garrett, H. E. (1981). *Statistics in psychology and education*. Vakils.
- Guilford, J. P. (1981). *Fundamental statistics in psychology and education* (6th ed.). McGraw-Hill.
- Kerlinger, F. N. (1996). *Foundations of behavioural research*. Prentice-Hall.
- Kothari, C. R. (2009). *Research methodology: Methods and techniques* (2nd ed.). Wiley Eastern Ltd.
- McBurney, D. H., & White, T. L. (2007). *Research methods* (7th ed.). Cengage Learning.
- McGuigan, F. J. (1997). *Experimental psychology: Methods of research*. Pearson.
- Nunnally, J. (1978). *Psychometric theory* (2nd ed.). McGraw-Hill.
- Shaghnessy, J. J., & Zechmeister, E. B. (1997). *Research methods in psychology*. McGraw-Hill.
- Singh, A. K. (2006). *Tests, measurement and research methods in behavioural sciences* (5th ed.). Bharati Bhavan.
- Singh, R., Shyam, R., & Gupta, L. (2015). *Fundamental statistics for social sciences*. Intellectual Foundation.
- Zechmeister, J. E., Zechmeister, E. B., & Shaughnessy, J. J. (2009). *Essentials of research methods in psychology*. Tata McGraw-Hill.

Course Outcomes:

1. Define and explain core concepts in psychological research, including the nature of research, types of variables, hypothesis formulation, and research design. (LOTS)
2. Differentiate between various types of research methodologies such as experimental, ex post facto, correlational, and field studies. (LOTS – Understand; HOTS – Analyze)
3. Apply statistical techniques including chi-square, t-tests, and correlation methods (product-moment, rank difference) to test hypotheses and interpret psychological data. (HOTS)
4. Analyze advanced statistical methods such as biserial, point biserial, tetrachoric, partial, and multiple correlation for deeper psychological data interpretation. (HOTS)
5. Evaluate research findings and interpret their significance using appropriate statistical tools, considering variable control and multivariate approaches. (HOTS)



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Applied Psychology (Semester-I)
Human Values and Character Strengths
Value Added Course

Course Code: U25VAC102T
Credits: 02
Time of Exam: 02 Hrs.

Marks: 50
Internal: 15
External: 35

Note: The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Course Objectives:

1. Introduce students to the foundational concepts, dimensions, and theoretical frameworks of human values and character strengths.
2. Explore the development and role of values across cultural, developmental, and organizational contexts.
3. Foster an understanding of the VIA (Values in Action) classification of character strengths and their role in psychological well-being.
4. Examine how human values and strengths influence ethical decision-making and interpersonal dynamics.
5. Promote the application of strengths-based approaches for character development in educational, clinical, and organizational settings.

Unit-I

Understanding Human Values: Definitions and dimensions of values (moral, spiritual and social)
Schwartz's Theory of Basic Human Values; Rokeach Value Survey and terminal/instrumental values
Role of family, education, and society in Value formation ; Values in cultural, developmental, and organizational contexts; Values and ethical decision-making
Value conflicts and alignment

Unit – II

Character Strengths: Definition, VIA Classification of Strengths and Virtues (Peterson & Seligman) ; Signature strengths and strength spotting
Character strengths and well-being; Application in clinical, educational, and organizational settings
Character development and intervention programs
Strengths-based coaching and counseling.

References:

- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.
- Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings in Psychology and Culture*, 2(1), 1–20. <https://doi.org/10.9707/2307-0919.1116>
- Rokeach, M. (1973). *The nature of human values*. Free Press.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Niemiec, R. M. (2018). *Character strengths interventions: A field guide for practitioners*. Hogrefe Publishing.

Course Outcomes:

- Describe key concepts and theories related to human values and character strengths, including value dimensions and classifications. (LOTS)
- Analyze the role of values and character strengths in individual and social contexts, evaluating their influence on ethical decision-making and well-being. (HOTS)
- Apply strengths-based approaches to character development and intervention in various settings such as clinical, educational, and organizational environments. (HOTS)



Chairperson
Dept. of Applied Psychology
GUJARATI UNIVERSITY

Applied Psychology (Semester-I)
Psychology Lab-I

Course Code: U25PSY106T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: Twelve experiments/tests are to be conducted. The students will be required to perform two experiment/test in the examination, which would be assigned on the lottery basis. It would be mandatory to submit a practical record book duly signed by the supervising teacher at the time of practical examination.

Course Objectives:

1. Develop students' practical skills in designing, conducting, and demonstrating core psychological experiments in the areas of perception, memory, emotion, motivation, and social behavior.
2. Strengthen understanding of theoretical psychological concepts through hands-on application and real-time experimentation.
3. Enhance students' ability to observe, measure, and analyze psychological variables using standardized tools and experimental procedures.
4. Train students in scientific reporting, including accurate documentation of experimental design, data analysis, results, and interpretation.
5. Encourage critical thinking and ethical research practices by fostering careful observation, replication, and reflection on experimental findings in diverse psychological domains.

List of Practical

1. Perception of form/colour/shape.
2. Memory (LTM/STM)
3. Attribution
4. Sociometry
5. Emotions
6. Motivation
7. Altruism
8. Aggression
9. Leadership
10. Retinal Colour Zones
11. Depth perception
12. Span of Attention
13. Retroactive and Proactive Inhibition
14. Effect of Knowledge of Results
15. Serial Position Effect

Course Outcomes:

- Demonstrate proficiency in conducting core psychological experiments related to perception, memory, emotion, motivation, and social behaviour. (LOTS)
- Analyze and interpret experimental data to understand psychological phenomena such as attention span, depth perception, and inhibition effects. (HOTS)
- Apply theoretical concepts to practical scenarios through hands-on experience with tests on attribution, sociometry, leadership, and aggression. (HOTS)
- Prepare detailed and accurate practical reports, documenting experimental procedures, results, and interpretations in a scientific manner. (HOTS)



Chairperson
Dept. of Applied Psychology
GAUSIA T. HUSAIN

Applied Psychology (Semester-II)
Fundamentals of Psychology-II
Discipline Specific Course (DSC)

Course Code: U25PSY201T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Introduce students to advanced foundational topics in psychology including psychophysics, learning theories, creativity, language development, and concept formation.
2. Develop an understanding of classical and modern theories of conditioning and their applications in learning and behavior modification.
3. Explore theoretical and empirical models of creativity and the cognitive processes underlying human innovation and problem-solving.
4. Examine the relationship between language, thought, and concept development, emphasizing the role of prototypes and structured thinking.
5. Provide students with analytical tools to evaluate cognitive and learning processes through both theoretical frameworks and real-world implications.

Unit-I

Psychophysics: Classical Psychophysics, Problems, and Methods.

Signal Detection Theory: Assumptions and Applications.

Unit-II

Classical and Instrumental Conditioning: Nature, Procedures, and Types.

Operant Conditioning. Schedules of Reinforcement, Verbal Learning,

Cognitive Learning, and Latent Learning, Observational Programmed Learning.

Unit-III

Creativity: Nature, Dimensions, and Measurement of Creativity. Views of Torrance, Getzel, and Guilford.

Creativity and intelligence.

Unit-IV

Language and Thought; Nature and Development.

Concept formation: Well-defined and ill-defined concepts and prototype models.

References:

- Anderson, J. R. (2015). *Cognitive psychology and its implications* (8th ed.). Worth Publishers.
- Baron, R. A., & Misra, G. (2013). *Psychology* (5th ed.). Pearson Education.
- Cicarelli, S. K., & White, J. N. (2020). *Psychology* (6th ed.). Pearson.
- D'Amato, M. R. (2009). *Experimental psychology: Methodology, psychophysics, and learning*. Tata McGraw-Hill.
- Feldman, R. S. (2018). *Understanding psychology* (13th ed.). McGraw-Hill Education.
- Guilford, J. P. (1967). *The nature of human intelligence*. McGraw-Hill.
- Lahey, B. B. (2017). *Psychology: An introduction* (11th ed.). McGraw-Hill Education.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2004). *Introduction to psychology* (7th ed., 24th reprint). Tata McGraw-Hill.
- Skinner, B. F. (1953). *Science and human behaviour*. Macmillan.
- Solso, R. L., MacLin, M. K., & MacLin, O. H. (2008). *Cognitive psychology* (8th ed.). Pearson.
- Sternberg, R. J., & Sternberg, K. (2016). *Cognitive psychology* (7th ed.). Cengage Learning.
- Torrance, E. P. (1966). *Torrance tests of creative thinking: Norms-technical manual*. Scholastic Testing Service.

Course Outcomes:

- Define and explain key concepts in psychophysics, classical and operant conditioning, and basic cognitive processes related to learning and language. (LOTS)
- Differentiate between types and methods of learning (e.g., classical, instrumental, observational, latent), and explain their relevance in shaping behavior. (LOTS – Understand; HOTS – Analyze)
- Analyze models of creativity (e.g., Guilford, Torrance, Getzel) and evaluate their relationship with intelligence and cognitive flexibility. (HOTS)
- Apply theories of language development and concept formation to understand how individuals construct meaning and solve problems. (HOTS)
- Evaluate the utility of signal detection theory, psychophysical methods, and reinforcement schedules in interpreting human sensory and cognitive behavior. (HOTS)

Chairperson
Dept. of Applied Psychology
ANUS T. MISRA

Applied Psychology (Semester-II)
Theories and Systems of Psychology-II
Discipline Specific Course (DSC)

Course Code: U25PSY202T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Introduce students to major theoretical frameworks in psychology concerning learning, memory, intelligence, and information processing.
2. Provide critical insights into classical and contemporary psychological models, emphasizing their conceptual foundations and comparative analysis.
3. Foster an understanding of interdisciplinary developments such as artificial intelligence and their influence on psychological theory.
4. Explore the relevance of Indic philosophical traditions in enriching modern psychological thought.
5. Develop analytical skills to evaluate and apply psychological theories in academic and applied contexts, including education, mental health, and human development.

Unit-I

Learning: Concept and Theories: Hull, Tolman Spence, Miller and Dollard, Rotter, Mowrer.

Unit-II

Intelligence: Nature and Theories: Spearman, Cattell, Thurstone, Jensen, Sternberg, Gardner, and Guilford.

Unit-III

Memory: Concepts and advanced theories: Working memory, Mono-hierarchical Model (Tulving), PDP (McClelland), Prospective memory.

Unit-IV

Contemporary Trends in Information Processing:
Artificial intelligence, Information processing theory,
Non-conscious information processing theory. Indic influences on modern psychology

References:

- Chaplin, J. P., & Krawiec, T. S. (1979). *Systems and theories of psychology*. Holt, Rinehart and Winston.
- Corsini, R. J. (1994). *Encyclopedia of psychology*. Wiley-Inter science.
- Cicarelli, S. K., & White, J. N. (2020). *Psychology* (6th ed.). Pearson.
- Driscoll, M. P. (2005). *Psychology of learning for instruction* (3rd ed.). Pearson Education.
- Feldman, R. S. (2018). *Understanding psychology* (13th ed.). McGraw-Hill Education.
- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences* (10th ed.). Basic Books.
- Hergenhahn, B. R., & Henley, T. B. (2013). *An introduction to the history of psychology* (7th ed.). Cengage Learning.
- Hothersall, D. (1995). *History of psychology* (3rd ed.). McGraw-Hill International.
- Lefrancois, G. R. (2019). *Theories of human learning: What the professor said* (7th ed.). Waveland Press.
- Marks, M. H., & Hillix, W. A. (1988). *Systems and theories in psychology*. McGraw-Hill International.
- O'Boyle, C. (2020). *History of psychology: A cultural perspective*. Routledge.
- Ormrod, J. E. (2020). *Human learning* (8th ed.). Pearson.
- Shah, J. Y., & Gardner, W. L. (Eds.). (2008). *Handbook of motivation science*. Guilford Press.
- Skinner, B. F. (1953). *Science and human BEHAVIOUR*. Macmillan.
- Sternberg, R. J., & Sternberg, K. (2016). *Cognitive psychology* (7th ed.). Cengage Learning.
- Tulving, E. (1985). *Elements of episodic memory*. Oxford University Press.
- Wolman, B. B. (2012). *Contemporary theories and systems in psychology*. Springer Science & Business Media.

Course Outcomes:

- Articulate foundational and contemporary theories of learning, intelligence, memory, and information processing with clarity and precision.(LOTS)
- Critically analyze and synthesize diverse psychological theories and models, including the integration of Indic philosophical perspectives in modern psychology.(HOTS)
- Assess the implications and practical applications of advanced cognitive theories such as artificial intelligence and non-conscious information processing in psychological research and practice.(HOTS)



Chairperson
Dept. of Applied Psychology
GURU J. NAR

Applied Psychology (Semester-II)
Cognitive Psychology-II
Discipline Specific Course (DSC)

Marks: 50

Internal: 15

External: 35

Course Code: U25PSY203T

Credits: 02

Time of Exam: 02 Hrs.

Note: The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Course Objectives:

1. Introduce students to key cognitive processes such as reasoning, decision-making, problem-solving, concept formation, and metacognition.
2. Enable learners to understand and differentiate various strategies and models in cognitive problem-solving and decision-making.
3. Develop critical thinking skills by examining common obstacles in reasoning and cognitive errors in decision-making.
4. Foster metacognitive awareness by teaching strategies to monitor, regulate, and enhance one's own learning and thinking processes.
5. Apply theoretical concepts to everyday cognitive challenges and decision-making situations.

Unit-I

Reasoning: Types

Problem-solving: Type, Strategies, and Obstacles Decision-making: Types and models.

Unit-II

Concept Formation: rules, types, and strategies.

Metacognition: Metacognitive knowledge and Metacognitive regulation.

References:

- Anderson, J. R. (2015). *Cognitive psychology and its implications* (8th ed.). Worth Publishers.
- Eysenck, M. W. (2012). *Fundamentals of cognition* (2nd ed.). Psychology Press.
- Galotti, K. M. (2017). *Cognitive psychology: In and out of the laboratory* (6th ed.). SAGE Publications.
- Matlin, M. W. (2018). *Cognition* (9th ed.). Wiley.
- Sternberg, R. J., & Sternberg, K. (2016). *Cognitive psychology* (7th ed.). Cengage Learning.
- Solso, R. L., MacLin, M. K., & MacLin, O. H. (2008). *Cognitive psychology* (8th ed.). Pearson Education.
- Reed, S. K. (2012). *Cognition: Theories and applications* (9th ed.). Cengage Learning.

Course Outcomes:

- Clearly explain fundamental concepts and categories of reasoning, problem-solving, decision-making, concept formation, and metacognition. (LOTS)
- Critically evaluate various strategies, models, and obstacles in reasoning, problem-solving, and decision-making, applying them to real-world cognitive challenges. (HOTS)
- Demonstrate the ability to regulate and reflect on metacognitive processes to enhance learning and cognitive performance. (HOTS)



Chairperson
Dept. of Applied Psychology
GJUS&T, HISAR

Applied Psychology (Semester-II)
Personality
Discipline Specific Course (DSC)

Course Code: U25PSY204T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Introduce students to the concept of personality and the biological, psychological, and socio-cultural factors influencing its development.
2. Familiarize learners with major trait-based, psychodynamic, humanistic, cognitive, and existential theories of personality.
3. Enable critical understanding of individual differences in personality across theoretical and cultural perspectives.
4. Provide comprehensive exposure to various personality assessment techniques, both objective and projective.
5. Equip students with skills to evaluate, interpret, and apply personality assessments in academic, clinical, and organizational contexts.

Unit-I

Nature, Factors affecting Personality – Biological, Psychological and Socio-Cultural

Unit-II

Trait Approaches to Personality – Allport, Cattell, Eysenck, Five-Factor Model.

Unit-III

Theories: Freud, Jung, Adler, Rogers, Bandura, Kelly, Rollo May

Unit-IV

Personality Assessment:

Projective Techniques – Thematic Apperception Test, Rorschach Ink Blot test, Holtzman Ink Blot test, Word Association Test, Sentence Completion Test.

Questionnaires/ Inventories -16 P.F, EPQ-R, MMPI, NEO PI-R. Situational Tests.

References:

- Burger, J. M. (2019). *Personality* (10th ed.). Cengage Learning.
- Cloninger, S. C. (2013). *Theories of personality: Understanding persons* (6th ed.). Pearson.
- Cattell, R. B. (1990). *Personality and motivation: Structure and measurement*. Yale University Press.
- Ewen, R. B. (2014). *An introduction to theories of personality* (7th ed.). Psychology Press.
- Feist, J., Feist, G. J., & Roberts, T. (2017). *Theories of personality* (9th ed.). McGraw-Hill Education.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of personality* (4th ed.). Wiley.
- McCrae, R. R., & Costa, P. T. Jr. (2003). *Personality in adulthood: A five-factor theory perspective* (2nd ed.). Guilford Press.
- Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality: Theory and research* (9th ed.). Wiley.
- Schultz, D. P., & Schultz, S. E. (2016). *Theories of personality* (11th ed.). Cengage Learning.

Course Outcomes:

- Articulate the multifaceted determinants of personality, major trait theories, and the principles underpinning diverse personality assessment tools with clarity. (LOTS)
- Critically analyze and synthesize classical and contemporary personality theories to elucidate the complexity of human personality and individual differences. (HOTS)
- Evaluate and interpret the validity, reliability, and applicability of projective and objective personality assessments in varied psychological contexts. (HOTS)


Chairperson

Dept. of Applied Psychology

Applied Psychology (Semester-II)
Research Methods and Statistics-II
Discipline Specific Course (DSC)

Course Code: U25PSY205T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Equip students with knowledge of advanced research designs used in psychological inquiry, including between-groups, within-groups, and quasi-experimental approaches.
2. Familiarize students with rigorous sampling procedures and data collection techniques such as observation, case studies, interviews, and questionnaires.
3. Develop students' ability to analyze psychological data using both parametric and non-parametric statistical methods.
4. Enhance the capacity to interpret, report, and critically evaluate research findings based on robust statistical reasoning and methodological soundness.
5. Prepare students to apply research and statistical tools to design, conduct, and evaluate empirical studies in diverse psychological settings.

Unit-I

Research Design: Criteria and Principles, Between Groups and Within Groups Designs: Single factor and Factorial. Quasi-experimental designs: Non-equivalent comparison groups and Time series designs.

Unit-II

Sampling: Basic Principles, Probability and Non-Probability sampling techniques. Data Collection Techniques: Case Study, Observation, Interview, Questionnaire.

Unit-III

Analysis of Variance: Basic Concepts, One way ANOVA (Separate and Repeated measures), Two-way ANOVA (Separate groups), Analysis of Trends. Regression Prediction (bivariate).

Unit-IV


Nonparametric statistics: Sign Test, Wilcoxon Signed Ranks Test, Mann-Whitney U-Test, Median Test, Kendall Coefficient of Concordance.

References:

- Broota, K. D. (1989). *Experimental design in behavioural research*. Wiley Eastern.
- Christensen, L. B., Johnson, R. B., & Turner, L. A. (2014). *Research methods, design, and analysis* (12th ed.). Pearson Education.
- Coolican, H. (2017). *Research methods and statistics in psychology* (6th ed.). Psychology Press.
- Edwards, A. L. (1985). *Experimental designs in psychological research*. Harper & Row.
- Field, A. (2013). *Discovering statistics using SPSS* (4th ed.). Sage.
- Garrett, H. E. (1981). *Statistics in psychology and education* (4th ed.). Vakils, Feffer & Simons.
- Guilford, J. P. (1981). *Fundamental statistics in psychology and education* (6th ed.). McGraw-Hill.
- Kerlinger, F. N. (1996). *Foundations of behavioural research* (3rd ed.). Holt, Rinehart & Winston.
- McBurney, D. H., & White, T. L. (2007). *Research methods* (7th ed.). Cengage Learning.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2009). *Essentials of research methods in psychology*. Tata McGraw-Hill.
- Singh, A. K. (2006). *Tests, measurement and research methods in behavioural sciences* (5th ed.). Bharati Bhavan.

Course Outcomes:

- Demonstrate a comprehensive understanding of advanced research designs, sampling methods, and data collection techniques in psychological research. (LOTS)
- Critically analyze experimental and quasi-experimental research designs, evaluating their strengths, limitations, and applications in psychological studies. (HOTS)
- Apply statistical techniques such as ANOVA, regression analysis, and nonparametric tests to interpret complex psychological data and draw valid conclusions. (HOTS)


Chairperson
Dept. of Applied Psychology
GJUS&T, HBAR

**Applied Psychology (Semester-II)
Seminar**

Course Code: U25PSY207S

Credits: 02

Time of Exam: 2 Hrs.

Note:

Marks: 50

Internal: 50


Course Objectives:-

1. To develop students' ability to independently explore and analyze psychological topics in depth.
2. To enhance communication and presentation skills through structured academic discourse.
3. To foster critical thinking, peer collaboration, and reflective learning in a supervised setting

A course/subject or a component of a course/subject which makes students to learn a specific topic through in-depth exploration and analysis of facts about the topic in a set-up that involves presentation, interactive discussions, and collaborative learning under the supervision of a teacher.

Course Outcomes:

- Present an in-depth, well-structured analysis of a psychological topic, demonstrating clarity, confidence, and subject mastery. (HOTS)
- Critically evaluate and synthesize diverse sources to develop coherent, evidence-based arguments in oral and written formats. (HOTS)
- Engage actively in collaborative learning through discussion, feedback, and reflection under guided supervision. (HOTS)



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Dept. of Applied Psychology
GJUS&T, HISAR**

Applied Psychology (Semester-II)
Psychology Lab-II

Course Code: U25PSY206P
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: Twelve experiments/tests are to be conducted. The students will be required to perform two experiment/test in the examination, which would be assigned on the lottery basis. It would be mandatory to submit a practical record book duly signed by the supervising teacher at the time of practical examination.

Course Objectives:

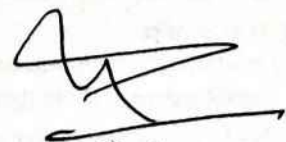
1. Understand the theoretical foundations and practical applications of various psychological experiments related to cognitive, personality, and learning processes.
2. Apply appropriate experimental and psychometric methods to study psychological phenomena such as intelligence, learning, problem-solving, and perception.
3. Analyze the data collected from psychological tests and experiments using basic statistical methods and interpret the results in the context of psychological theory.
4. Evaluate psychological constructs like personality, adjustment, and decision-making using standard tools, ensuring ethical and methodological rigor.
5. Create structured reports based on lab activities, showcasing a clear understanding of hypothesis testing, methodology, observation, analysis, and conclusion drawing.

List of Practical

1. Personality 16 P.F
2. Thinking and Concept Formation.
3. Pattern Recognition.
4. Adjustment
5. Intelligence Performance (WAIS)
6. Self-Concept
7. Concept Formation
8. Decision Making
9. Learning
10. Problem Solving
11. Creativity
12. Muller Lyre illusion.
13. Serial position effect
14. Weber's law
15. Bilateral Transfer of Learning

Course Outcomes:

- Administer and interpret psychological tests to assess personality, intelligence, and cognitive functions effectively. (LOTS)
- Employ experimental methods to investigate key psychological processes such as learning, decision-making, and problem-solving, demonstrating proficiency in data collection and analysis. (HOTS)


Chairperson
Dept. of Applied Psychology
GJUS&T, HISAR

Applied Psychology (Semester-III)
Psychological Testing & Psychodiagnostics-I
Discipline Specific Course (DSC)

Course Code: U25PSY301T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Develop foundational understanding of psychological testing, including its history, core principles, types, applications, and ethical considerations. (LOTS)
2. Apply the processes involved in test construction and standardization, including item writing, item analysis, reliability estimation, and norm development. (LOTS)
3. Analyze psychometric properties of tests by examining reliability, validity, and sources of measurement error using theoretical models. (HOTS)
4. Evaluate and interpret intelligence, aptitude, interest, and attitude tests for use with diverse populations and contexts. (HOTS)
5. Integrate ethical standards and empirical evidence in the critical use, development, and interpretation of psychological assessments. (HOTS)

Unit-I

Psychological Tests: Historical antecedents. Characteristics, types, and applications. Sources of biasness in Psychological Testing. Ethics of Psychological Testing.

Unit-II

Construction and Standardization of Psychological Tests

General steps of test construction: Preparation for Item writing, item analysis, reliability, validity. Development of norms, Item analysis for speed test; cross-validation.

Unit-III

Psychometric properties of tests:

Reliability: Meaning, sources of error, methods of estimation.

Validity: meaning, validation procedures.

Theory of measurement error: Domain sampling model, Model of parallel tests.

Unit-IV

Intelligence Tests: WAIS, WISC, Raven's Standard and Colour progressive Matrices, Bhatia battery, Stanford Binet Intelligence test (SB-5).

Measurement of aptitude, Interest, and attitude.

References:

- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Prentice Hall.
- Cohen, R. J., & Swerlik, M. E. (2018). *Psychological testing and assessment* (9th ed.). McGraw-Hill Education.
- Gregory, R. J. (2021). *Psychological testing: History, principles, and applications* (8th ed.). Pearson Education.
- Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues* (9th ed.). Cengage Learning.
- Singh, A. K. (2006). *Tests, measurement and research methods in behavioural sciences* (5th ed.). Bharati Bhavan.
- Urbina, S. (2014). *Essentials of psychological testing* (2nd ed.). Wiley.

Course Outcomes:

- Demonstrate foundational knowledge of psychological testing, including principles, types, and ethical considerations. (LOTS)
 - Apply principles of test construction and standardization to develop, evaluate, and refine psychological assessments. (LOTS)
 - Critically analyze the psychometric properties of psychological tests, assessing reliability, validity, and measurement error. (HOTS)
- Synthesize information to select and interpret intelligence, aptitude, and interest tests for diverse populations. (HOTS)


Chairperson
Dept. of Applied Psychology
GAUT, HISAR

Applied Psychology (Semester III)
Current Trends and Issues in Psychology-I
Discipline Specific Course (DSC)

Course Code: U25PSY302T
Credits: 02
Time of Exam: 02 Hrs.

Marks: 50
Internal: 15
External: 35

Note: The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Course Outcomes:

1. Develop an understanding of contemporary psychological challenges linked to changing lifestyles, work environments, and social dynamics.
2. Examine the role of technology and social media in shaping individual behavior, cognition, and emotional well-being.
3. Analyze the psychological consequences of internet overuse, digital dependency, and social media exposure.
4. Evaluate modern interventions including digital detox, online therapy, and AI-based mental health support.
5. Promote ethical reflection on the integration of emerging technologies in psychological practices.

Unit-I

Psychological Challenges in Contemporary Lifestyles: Causes and consequences of maladaptive lifestyles in the digital age: Psychological implications of evolving family structures, social isolation, and work-life imbalance. Mental health stigma: causes, consequences, and strategies for mitigation. Emerging trends in stress, anxiety, and coping mechanisms in modern society.

Unit-II

Technology and Mental Health:

Integration of technology in psychological practice: Digital therapy, online assessments, and virtual counseling. Psychological effects of social media: Body image, self-esteem, and social comparison. Internet addiction: Causes, symptoms, and intervention strategies. Digital detox and strategies for managing technology overuse. Artificial intelligence and its ethical implications in psychological practice.

References:

- Baker, D. A., & Moore, S. M. (2008). Development and validation of a measure of problematic Internet use: The Internet Addiction Test. *Computers in Human Behaviour*, 24(5), 2527–2538.
<https://doi.org/10.1016/j.chb.2008.02.005>
- Keles, B., McCrae, N., & Grealish, A. (2020). A systematic review: The influence of social media on depression, anxiety and psychological distress in adolescents. *International Journal of Adolescence and Youth*, 25(1), 79–93.
<https://doi.org/10.1080/02673843.2019.1590851>
- Marwick, A. E., & Boyd, D. (2014). *It's complicated: The social lives of networked teens*. Yale University Press.
- Pew Research Center. (2019). *Teens, social media & technology 2018*.
<https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/>
- Przybylski, A. K., & Weinstein, N. (2017). Digital screen time limits and young children's psychological well-being: Evidence from a population-based study. *Child Development*, 88(2), 522–536. <https://doi.org/10.1111/cdev.12711>
- World Health Organization. (2022). *Mental health and COVID-19: Early evidence of the pandemic's impact*.
<https://www.who.int/teams/mental-health-and-substance-use/covid-19>

Course Learning Outcomes:

1. Explain key psychological issues emerging from contemporary lifestyles such as family restructuring, work-life imbalance, social isolation, and mental health stigma. (LOTS)
2. Analyze the effects of digital environments on mental health, including the role of social media in shaping body image, self-esteem, and anxiety. (HOTS)
3. Assess patterns of internet and social media overuse, identifying symptoms of digital addiction and effective coping strategies like digital detox. (HOTS)
4. Evaluate the effectiveness of digital psychological interventions such as virtual counseling, online assessments, and AI-based mental health tools. (HOTS)
5. Critically reflect on ethical concerns associated with the use of artificial intelligence and digital platforms in psychological practice. (HOTS)

Applied Psychology (Semester III)
Psychology Lab-III

Course Code: U25PSY303P

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: Twelve experiments/tests are to be conducted. The students will be required to perform two experiment/test in the examination, which would be assigned on the lottery basis. It would be mandatory to submit a practical record book duly signed by the supervising teacher at the time of practical examination.

Course objectives:

1. Build foundational knowledge of standardized psychological testing procedures and projective techniques.
2. Develop skills in accurate test administration, scoring, and interpretation for clinical and applied contexts.
3. Enhance ability to analyze test data and recognize psychological patterns in individual profiles.
4. Foster evidence-based reasoning in drawing psychological inferences from varied test results.
5. Encourage ethical, reflective, and culturally competent practices in psychological assessment.

List of Practical

1. Anxiety
2. Depression
3. Interest
4. GHQ
5. Personality Neo FFI
6. Bio-feed back
7. Gratitude
8. Mini Mental Status Examination
9. Job Satisfaction
10. BGT
11. Guidance Need Inventory
12. Role conflict
13. Attitude
14. Pandey's cognitive development test
15. Human Resource Management

Course Outcomes:

- Demonstrate proficiency in administering, scoring, and interpreting a variety of standard psychological tests and projective techniques relevant to clinical and applied psychology
- Apply critical thinking to analyze and synthesize test data, drawing evidence-based conclusions about individual psychological functioning. (HOTS)



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Dept. of Applied Psychology
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Applied Psychology (Semester III)
Understanding Human Behaviour in the Digital World
Open Elective *

Course Code: U25OEC302T
Credits: 02
Time of Exam: 02 Hrs.

Marks: 50
Internal: 15
External: 35

Note: The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Course Objectives:

1. Describe the influence of digital technologies on cognitive, emotional, and social aspects of human behavior.
2. Identify and explain psychological patterns related to digital addiction, virtual identity, and online interactions.
3. Analyze the impact of social media, cyberbullying, and virtual relationships on mental health and interpersonal functioning.
4. Evaluate the effectiveness and ethical considerations of using digital tools—such as apps, AI chatbots, and teletherapy—in psychological services.
5. Demonstrate understanding of ethical responsibilities in digital psychological practices, including issues of privacy, consent, and digital boundaries.
6. Design basic, practical strategies to promote digital wellbeing, including screen-time management, digital detox, and balanced technology use.

Unit-I

Psychology of Digital Interaction: The impact of social media on self-concept, self-esteem, and interpersonal relationships

Internet and smartphone addiction: Causes, symptoms, and interventions

Online identity, virtual relationships, and the psychology of anonymity

Cyberbullying, trolling, and digital aggression: Psychological understanding and coping strategies

Unit – II

Technology in Mental Health and Wellbeing: Use of apps, AI chatbots, and teletherapy in psychological services

Digital tools for self-help: Mindfulness, mood tracking, and cognitive training apps

Ethical considerations: Data privacy, informed consent, and digital boundaries


Promoting digital wellbeing: Screen-time management, digital detox, and healthy tech habits

References:

- Carr, N. (2010). *The shallows: What the internet is doing to our brains*. W. W. Norton & Company.
- Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world*. Portfolio/Penguin.
- Norman, K. L. (2008). *Cyberpsychology: An introduction to human-computer interaction*. Cambridge University Press.
- Rosso, C. V., Pitta, A. M., & Reitano, A. (2022). *AI in clinical psychology and psychotherapy: A practical guide*. Springer.
- Rosen, L. D. (2012). *iDisorder: Understanding our obsession with technology and overcoming its hold on us*. Palgrave Macmillan.
- Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. Penguin Press.
- Wallace, P. (2016). *The psychology of the Internet* (2nd ed.). Cambridge University Press.
- Whitty, M. T., & Young, G. (2016). *Cyberpsychology: The study of individuals, society and digital technologies*. Wiley-Blackwell.

Course Outcomes: By the end of the course, participants will be able to:

- Describe how digital technologies shape cognition, emotions, and social behaviour. (LOTS)
- Analyze the psychological effects of social media and digital interactions. (HOTS)
- Identify signs of digital addiction and propose evidence-based coping strategies. (LOTS)
- Evaluate the use of digital tools in promoting mental health and wellbeing. (HOTS)
- Demonstrate awareness of ethical issues in tech-based psychological practices. (LOTS)
- Design basic strategies for promoting digital wellbeing in personal or professional settings. (HOTS)


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Applied Psychology (Semester III)
Clinical Psychology-I
Discipline Elective Course (DEC)

Course Code: U25PSY304T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand the nature, scope, and ethical foundations of clinical psychology within the Indian mental health context.
2. Explain classification systems for mental disorders, including ICD-11 and DSM-5, and their historical development.
3. Describe theoretical approaches to psychopathology from biological, psychological, and social perspectives.
4. Identify diagnostic criteria and clinical features of common anxiety and personality disorders.
5. Analyze and interpret clinical concepts related to mental health disorders to inform psychological assessment and intervention strategies.

Unit-I

Nature and Scope of Clinical Psychology, Training and Role of clinical Psychologist, Ethics, Status of clinical psychology and mental health scenario in India.

Unit-II

Classification systems of behavioural aberrations and mental disorders: ICD-11 & DSM-5, History and present status. Theoretical background/approaches to psychopathology: Biological, Psychological, and Social.

Unit-III

Anxiety Disorders: Generalized Anxiety Disorder, Phobia: Specific Phobia, Social Anxiety Disorder (Social Phobia), Agoraphobia, Panic Disorder. Obsessive-Compulsive Disorder (OCD)

Unit-IV

Personality Disorders: Diagnostic Criteria of some important clinical subtypes: Paranoid Personality Disorder; Schizoid Personality Disorder; Antisocial Personality Disorder, Histrionic Personality Disorder, Borderline Personality Disorder; Obsessive-Compulsive Personality Disorder. Intellectual Disability

References:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (Vol. 10). Washington, DC: Author.
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal psychology* (17th ed.). Pearson Education India.
- Freeman, A., Felgoise, S. H., & Davis, D. D. (2008). *Clinical psychology: Integrating science and practice*. John Wiley & Sons.
- Hayes, S. C., & Hofmann, S. G. (Eds.). (2018). *Process-based CBT: The science and core clinical competencies of cognitive-behavioural therapy*. New Harbinger Publications.
- Kring, A. M., & Johnson, S. L. (2018). *Abnormal psychology: The science and treatment of psychological disorders* (14th ed.). John Wiley & Sons.
- Olatunji, B. O., & Smits, J. A. J. (2021). *Handbook of clinical psychology* (2nd ed.). Guilford Press.
- Trull, T. J., & Prinstein, M. J. (2020). *Clinical psychology* (10th ed.). Cengage Learning.
- World Health Organization. (1992). *The ICD-10 classifications of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines*. WHO Press.
- World Health Organization. (2018). *ICD-11 for mortality and morbidity statistics*. <https://icd.who.int/>

Course Outcomes:

1. Demonstrate foundational knowledge of clinical psychology's role, ethics, and mental health issues prevalent in India. (LOTS)
2. Compare and contrast major diagnostic classification systems (ICD-11 and DSM-5) and their application in clinical settings. (LOTS/HOTS)
3. Explain the biological, psychological, and social models underlying various mental disorders. (LOTS)
4. Identify and describe the symptoms and diagnostic criteria of anxiety disorders and key personality disorders. (LOTS)
5. Critically evaluate clinical presentations and theoretical frameworks to support evidence-based understanding of psychopathology. (HOTS)


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Applied Psychology (Semester III)
Industrial/Organizational Psychology – I
Discipline Elective Course (DEC)

Course Code: U25PSY305T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand the nature, history, and scope of industrial/organizational psychology, including ethical considerations.
2. Explain research methods and procedures relevant to I/O psychology.
3. Describe personnel selection, assessment techniques, and human resource development concepts in organizations.
4. Analyze performance appraisal systems, job satisfaction theories, and measurement approaches.
5. Evaluate training methods and design principles for personnel development, including program evaluation.

Unit-I

Industrial/Organizational Psychology: Nature, history, and scope. Research strategies: methods & procedures. Ethics in Industrial/Organizational Psychology.

Unit-II

Personnel selection and development: Procedures and Assessment methods for selection. Testing in organizations. Concept of human resource development.

Unit-III

Performance Appraisal: Necessity. Performance criteria, Methods of Assessment
Job Satisfaction: Theory, research, and measurement.

Unit-IV

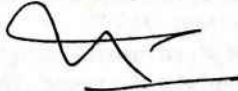
Training of Personnel: Nature, Principles, and Methods. On the job and of the job training methods.
Evaluation of training programme.

References:

- Altman, S., Valenzi, E., & Hodgetts, R. M. (2013). *Organizational behaviour: Theory and practice*. Elsevier.
- Blum, M. L., & Naylor, J. C. (1968). *Industrial psychology: Its theoretical and social foundations*. Harper & Row.
- Cooper, C., & Rothmann, I. (2013). *Organizational and work psychology: Topics in applied psychology*. Routledge.
- Dunnet, M. D. (Ed.). (1992). *Handbook of industrial and organizational psychology*. Raud McNally.
- Golembiewski, R. T. (2000). *Handbook of organizational behaviour: Revised and expanded*. CRC Press.
- Kellerman, B., & Rhode, D. L. (2019). *Leadership for lawyers: Essential strategies for law and business*. Routledge.
- Lefkowitz, J. (2017). *Ethics and values in industrial-organizational psychology*. Routledge.
- Luthans, F. (2010). *Organizational behaviour* (12th ed.). McGraw-Hill.
- Millward, L. J. (2005). *Understanding occupational & organizational psychology*. Sage.
- Mohanty, G. (2010). *Industrial psychology and organizational behaviour*. Kalyani Publishers.
- Newstrom, J. W., Davis, K., & Pierce, J. L. (1993). *Organizational behaviour: Human behaviour at work*. McGraw-Hill.
- Riggio, R. E. (2017). *Introduction to industrial/organizational psychology* (7th ed.). Routledge.
- Spector, P. E. (2019). *Industrial and organizational psychology: Research and practice* (8th ed.). Wiley.
- Taylor, S., & Millea, P. (2020). *Workplace well-being: How to build a psychologically safe workplace*. Palgrave Macmillan.
- Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2021). *Psychology and work: Perspectives and applications*. Routledge.

Course Outcomes:

- Identify and explain key concepts, history, and ethical considerations in Industrial/Organizational Psychology. (LOTS)
- Analyze and apply research methods and procedures specific to personnel selection, assessment, and development in organizational settings. (HOTS)
- Assess and evaluate performance appraisal systems, identifying appropriate criteria and assessment methods to enhance job satisfaction and productivity. (HOTS)
- Design and implement training programs using effective on-the-job and off-the-job training methods, and evaluate their effectiveness in organizational contexts. (HOTS)


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Dept. of Applied Psychology
GUJARATI HUMAN

Applied Psychology (Semester III)
Guidance and Counseling –I
Discipline Elective Course (DEC)

Course Code: U2SPSY306T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand the historical development, objectives, and principles of guidance and counseling.
2. Explain different types of guidance (personal, educational, vocational) and the essential qualities of effective counselors.
3. Describe counseling procedures including organization, group approaches, and individual counseling techniques.
4. Analyze counseling relationships, focusing on rapport-building, reflection of feelings, and termination skills.
5. Evaluate special counseling challenges such as transference, countertransference, resistance, and explore supportive therapies like milieu therapy, yoga, and bio-feedback.

Unit-I

Guidance and counseling: Historical Perspective, Objectives, and Principles of guidance and counseling. Types of Guidance: Personal, Educational, and Vocational.

Necessary personal characteristics/qualities of effective counselors.

Unit-II

Counseling Procedure: Organization and Conduct of guidance. The group approach in guidance.

Counseling in individual situations.

Observation for counseling purposes.

Unit-III

Characteristics/dimensions of the counseling relationship.

Relationship Techniques: Rapport techniques, Reflection of feelings. Terminating skills.

Unit-IV


Special relationship problems: Transference, Countertransference, Resistance, Silence. Supportive therapies: milieu therapy, Holistic approach to therapy: Yoga, Meditation, bio-feedback.

References:

- Belkin, G. S. (1998). *Introduction to COUNSELING* (3rd ed.). Wadsworth.
- Burnard, P. (2009). *Counseling skills training: Book of activities*. Viva Books.
- Capuzzi, D., & Gross, D. R. (2021). *Counseling and psychotherapy: Theories and interventions* (6th ed.). Pearson.
- Geldard, K., & Geldard, D. (2019). *COUNSELING children: A practical introduction* (5th ed.). Sage.
- Gibson, R. L., & Mitchell, M. H. (2012). *Introduction to COUNSELING and guidance* (7th ed.). Pearson.
- Gladding, S. T. (2024). *Counseling: A comprehensive profession* (9th ed.). Pearson.
- Gysbers, N. C., & Henderson, P. (2014). *Developing and managing your school guidance and counseling program* (5th ed.). John Wiley & Sons.
- Sharf, R. S. (2012). *Theories of psychotherapy and COUNSELING: Concepts and cases* (5th ed.). Pearson.
- Zinta, R. L. (2010). *Psychology manual*. HG Publications.
- Neukrug, E. (2020). *The world of the counselor: An introduction to the counseling profession* (6th ed.). Cengage Learning.
- Corey, G. (2023). *Theory and practice of counseling and psychotherapy* (11th ed.). Cengage Learning.
- Sue, D. W., & Sue, D. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley.
- Young, M. E. (2022). *Learning the art of helping: Building blocks and techniques* (7th ed.). Pearson.

Course Outcomes:

1. Demonstrate knowledge of the history, principles, and objectives of guidance and counseling. (LOTS)
2. Identify and explain various types of guidance and personal characteristics essential for counselors. (LOTS)
3. Apply counseling procedures effectively in both group and individual settings. (LOTS)
4. Analyze and implement effective counseling relationship techniques such as rapport building and reflection. (HOTS)
5. Assess and manage complex counseling issues including resistance, transference, and supportive therapeutic approaches. (HOTS)



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Dept. of Applied Psychology
GUJARATI, HISAR

Psychology of Criminal Behaviour-I
Discipline Elective Course (DEC)

Course Code: U25PSY307T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand the nature, historical development, and classification of criminal behaviour.
2. Explain various techniques used to study criminal behaviour and approaches to crime classification.
3. Analyze biological, sociological, and psychological factors contributing to criminal behaviour and offender prediction.
4. Identify and describe characteristics of special offender categories such as juvenile delinquents, narcotic offenders, and mentally disordered offenders.
5. Evaluate the role, selection, training, and challenges faced by police personnel in the criminal justice system.

Unit-I

Nature & historical perspective of criminal behaviour. Techniques of studying criminal behaviour. Various approaches to classification of crime.

Unit-II

Causal analysis of crime: Biological approaches, Sociological approaches, Psychological approaches. Prediction of criminal behaviour and classification of offenders.

Unit-III

Special offender categories: Juvenile Delinquency, Narcotic offenders, Homicide, Sex offenders, Mentally disordered offenders, and Terrorists

Unit-IV

Psychology of Police:

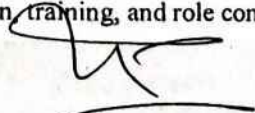
Attitude towards police, selection, training, and development of police personnel. Role conflicts among police personnel and other correctional staff.

References:

- Bonta, J., & Andrews, D. A. (2017). The Psychology of Criminal Conduct. Routledge. (6th Ed.).
- Durrant, R. (2018). An introduction to criminal psychology. Routledge.
- Kocsis, R. N. (Ed.). (2018). Applied criminal psychology: a guide to forensic behavioural sciences. Charles C Thomas Publisher.
- Turvey, B. E. (Ed.). (2011). Criminal profiling: An introduction to behavioural evidence analysis. Academic Press.
- Scott, A. J., & Gavin, J. (2018). Revenge pornography: The influence of perpetrator-victim sex, observer sex and observer sexting experience on perceptions of seriousness and responsibility. Journal of criminal psychology.
- Turvey, B. E. (Ed.). (2011). Criminal profiling: An introduction to behavioural evidence analysis. Academic Press.
- Lally, S. J. (2001). Should human figure drawings be admitted into court?. Journal of personality assessment, 76(1), 135-149.
- Ewing, C. P., & McCann, J. T. (2006). Minds on trial: Great cases in law and psychology. Oxford University Press.

Course Outcomes:

1. Demonstrate knowledge of the historical context and nature of criminal behaviour. (LOTS)
2. Describe and apply different research techniques and classification systems in studying criminal behaviour. (LOTS)
3. Critically analyze causes of crime through biological, sociological, and psychological perspectives. (HOTS)
4. Differentiate among various special offender categories and explain their psychological characteristics. (LOTS & HOTS)
5. Assess the psychological aspects of police work, including personnel selection, training, and role conflicts. (HOTS)


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Dept. of Applied Psychology
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Applied Psychology (Semester III)
Child Psychology-I
Discipline Elective Course (DEC)

Course Code: U25PSY308T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand the nature, historical background, and significance of child development.
2. Explain key developmental milestones and domains including linguistic, motor, and perceptual development.
3. Identify biological, psychological, and social factors influencing child development.
4. Analyze major theories of child development and moral development proposed by Piaget, Vygotsky, and Kohlberg.
5. Evaluate concepts related to self-concept, gender role development, and gender typing theories.

Unit-I

Nature: History and importance of Child Development.
Mile stone of development.

Unit-II

Linguistic, Motor, Perceptual Development.
Factors affecting child development: Biological, psychological and social.

Unit-III

Theories of child development: Piaget, Vygotsky and information processing.
Moral Development: Kohlberg, Piaget.

Unit-IV

Development of self-concept, gender role development, and theories of gender typing.

References:

- Beauchaine, T. P., & Hinshaw, S. P. (Eds.). (2017). *Child and adolescent psychopathology*. John Wiley & Sons.
- Berk, L. E. (2012). *Child development* (9th ed.). Pearson Education Inc.
- Butler, L. P., Ronfard, S., & Corriveau, K. H. (Eds.). (2020). *The questioning child: Insights from psychology and education*. Cambridge University Press.
- Israel, A. C., Malatras, J. W., & Wicks-Nelson, R. (2020). *Abnormal child and adolescent psychology* (8th ed.). Routledge.
- Kail, R. V., & Cavanaugh, J. C. (2012). *Human development: A life-span view* (6th ed.). Cengage Learning.
- Keenan, T., Evans, S., & Crowley, K. (2016). *An introduction to child development* (3rd ed.). Sage.
- Mash, E. J., & Wolfe, D. A. (2012). *Abnormal child psychology* (5th ed.). Cengage Learning.
- McDevitt, T. M., & Ormrod, J. E. (2012). *Child development and education* (5th ed.). Pearson.
- Santrock, J. W. (2012). *Children* (12th ed.). McGraw-Hill Higher Education.
- Siegler, R. S., Deloache, J. D., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th ed.). Worth Publishers.
- Thompson, R. A., & Meyer, S. (2021). *Socioemotional development in childhood and adolescence*. Cambridge University Press.
- Ziegler, A., Stoeger, H., & Vialle, W. (2019). *Child development and giftedness: Educational perspectives*. Springer.

Course Outcomes:

- Explain foundational concepts, milestones, and historical perspectives in child development, emphasizing key developmental stages. (LOTS)
- Apply theoretical frameworks, such as those of Piaget, Vygotsky, and Kohlberg, to assess child development in diverse contexts. (LOTS)
- Evaluate the development of self-concept, gender roles, and gender identity through critical examination of contemporary theories and research. (HOTS)
- Analyze various developmental domains, including linguistic, motor, perceptual, and moral development, and the factors influencing these domains. (HOTS)


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Applied Psychology (Semester III)
Neuro-Psychology-I
Discipline Elective Course (DEC)

Course Code: U25PSY309T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand the structural organization of the brain, including the hindbrain, midbrain, forebrain, and cerebral cortex, as well as cerebral dominance and neurotransmitter systems.
2. Explain the biological basis of motivation related to hunger, thirst, sleep, and sex, along with the neurophysiological mechanisms of learning and memory.
3. Identify and describe the types, causes, and consequences of head trauma and seizures.
4. Familiarize with various neuropsychological and neuroimaging techniques, including lesion studies, EEG, CT, MRI, PET, fMRI, and clinical batteries.

Unit-I

Topography of brain – Hind brain, Midbrain & Fore-brain, Cerebral cortex, and its lobular organization, Cerebral dominance, Neurotransmitters.

Unit-II

Biological basis of Motivation: Hunger, Thirst, Sleep, and Sex.
Neurophysiology of learning and memory.

Unit-III

Head trauma: open head injuries, closed head injuries, Seizures- Generalized and partial seizures,

Unit-IV

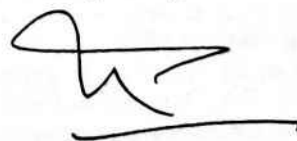
Methods of investigation: Lesion techniques, Non- invasive technique (EEG, CT Scan, MRI, PET Scan, fMRI
Luria Nebraska battery, AIIMS battery, PGI

References:

- Andrewes, D. (2015). *Neuropsychology: From theory to practice*. Psychology Press.
- Anderson, V., Northam, E., & Wrennall, J. (2018). *Developmental neuropsychology: A clinical approach*. Routledge.
- Armstrong, K. E., Beebe, D. W., & Hilsabeck, R. C. (2019). *Board certification in clinical neuropsychology: A guide to becoming ABPP/ABCN certified without sacrificing your sanity*. Oxford University Press.
- Bush, S. S. (2018). *Ethical decision making in clinical neuropsychology*. Oxford University Press.
- Goldberg, E. (Ed.). (2019). *Contemporary neuropsychology and the legacy of Luria*. Psychology Press.
- Walsh, K. (1994). *Neuropsychology: A clinical approach*. Churchill Livingstone.
- Walsh, V., & Pascual-Leone, A. (2003). *Transcranial magnetic stimulation: A neurochronometrics of mind*. MIT Press.
-

Course Outcomes:

- Explain the structural organization and functional specialization of different brain regions, including the cerebral cortex and neurotransmitter systems. (LOTS)
- Describe the biological bases of motivation and the neurophysiological mechanisms underlying learning and memory. (LOTS)
- Analyze the psychological and neurological impact of head trauma and seizures, differentiating between types and their consequences. (HOTS)
- Evaluate various neuropsychological assessment methods and neuroimaging techniques, applying knowledge to interpret their roles in clinical and research contexts. (HOTS)



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Applied Psychology (Semester III)
Health Psychology-I
Discipline Elective Course (DEC)

Course Code: U25PSY310T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Introduce the foundational concepts, nature, and scope of health psychology and health behavior models.
2. Familiarize with behavioral risk factors affecting health, including substance use, personality traits, and gender influences.
3. Explore psychological and behavioral contributors to chronic diseases such as coronary heart disease, cancer, diabetes, and HIV/AIDS.
4. Understand the psychological mechanisms and interventions related to pain and geriatric health concerns.
5. Highlight the role of psychosocial and spiritual factors in promoting health and managing illness.

Unit-I

Health Psychology- Nature & scope. Health beliefs, Models of health behaviour.

Unit-II

Behavioural Risk factors:

Durg abuse, Alcohol use, Smoking, Diet, Sedentary lifestyle
Type A Behaviour Personality Genders and Health

Unit-III

Psychological and behavioural factors in coronary heart disease. Well-being of cancer patients: the role of psychological, social and spiritual approaches. Prevention of HIV AIDS. Psychological factors in diabetes.

Unit-IV

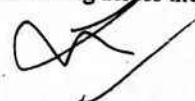
Pain- Concept, causes, physiology of pain, social factors in experiencing pain, treating pain Geriatric health psychology-Health problems related to aging; treatment /interventions.

References:

- Abraham, C., Conner, M., Jones, F., & O'Connor, D. (2016). *Health psychology*. Routledge.
- Brannon, L., Feist, J., & Updegraff, J. A. (2013). *Health psychology: An introduction to behaviour and health*. Cengage Learning.
- Carroll, D. (2019). *Health psychology: Stress, behaviour, and disease*. Routledge.
- Cooper, C. L. (Ed.). (1983). *Stress research: Issues for the liguties*. Wiley & Sons.
- Feuerstein, M., Elise, R. L., & Kuczmierczyk, A. R. (1986). *Health psychology: A psychological perspective*. Plenum Press.
- Friedman-DiMateo. (1989). *Health psychology*. Prentice-Hall.
- Gurung, R. A. R. (2018). *Health psychology*. Cambridge University Press.
- McElroy, J. A., Newcomb, P. A., Titus-Ernstoff, L., Trentham-Dietz, A., Hampton, J. M., & Egan, K.M. (2006). Duration of sleep and breast cancer risk in a large population-based case-control study. *Journal of Sleep Research*, 15(3), 241.
- Mooney, A. (2005). Somebody wants to be normal: An account of an HIV narrative. *Medical Humanities*, 31(2), 72-80.
- Taylor, S. E. (2020). *Health psychology* (10th ed.). McGraw-Hill Education.
- Weinstein, N., Rothman, A. J., & Sutton, S. K. (2021). *Health behaviour: Theory, research, and practice* (3rd ed.). Jossey-Bass.
- Wenzel, L., & Lleras, C. (2020). *Handbook of health psychology and behavioural medicine*. Springer.
- Varma, V. K. (1992). Cases of buprenorphine abuse in India. *Acta Psychiatrica Scandinavica*, 86(1),

Course Outcomes:

- Recall fundamental concepts and models related to health psychology, health beliefs, and health behaviours. (LOTS)
- Explain the psychological and behavioural risk factors influencing health, including substance use, lifestyle habits, personality traits, and gender differences. (LOTS)
- Apply evidence-based approaches to the prevention and treatment of health-related behaviours and conditions by integrating psychological principles. (LOTS)
- Analyze the psychological and social factors contributing to major health conditions such as coronary heart disease, cancer, HIV/AIDS, and diabetes. (HOTS)
- Evaluate the role of psychological, social, and spiritual interventions in managing health and well-being across the lifespan, including pain management and geriatric health. (HOTS)



Chairman
Board of Applied
Health Psychology

Applied Psychology (Semester III)
Human Resource Management-I
Discipline Elective Course (DEC)

Course Code: U25PSY311T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand and explain the core principles, functions, and strategic significance of Human Resource Management in dynamic organizational environments.
2. Analyze and apply key HR processes such as human resource planning, job analysis, training and development, and performance appraisal for effective talent management.
3. Evaluate and design HR strategies related to compensation, employee benefits, and career development to enhance workforce motivation, productivity, and organizational performance.

Unit-I

Understanding HRM: Concept, objectives, function, importance, scope, and HRM Model. HRM in a dynamic environment, Total Quality Management.

Unit-II

HR planning: Nature, importance, and process. Job analysis: Nature, process, barriers, and role of psychological testing. Induction, Placement, and Socialization.

Unit-III

Training and Development: Nature, needs, methods, impediments to effective training and evaluation of training programme, career planning, and development. Residential alternatives for individuals with mental retardation.

Unit-IV

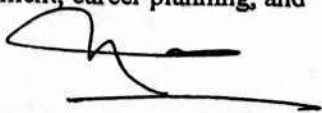
Performance and potential appraisal: Methods, challenges, and problems. Job evaluation: Compensation administration, incentives and employee benefits, wage policy in India.

References:

- Buchanan, D. A., & Huczynski, A. A. (2019). *Organizational behaviour*. Pearson.
- Cook, M. F. (1993). *The human resources yearbook 1993/94 edition*. Prentice-Hall.
- Davis, K. (1981). *Human behaviour at work*. Tata McGraw Hill.
- DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of human resource management*. John Wiley & Sons.
- Hersay, R. E., & Blanchard, T. (1977). *The management of organizational behaviour*. Prentice-Hall.
- Kondalkar, V. G. (2020). *Organizational behaviour*. New Age.
- Kreitner, R., & Kinicki, A. (2008). *Organizational behaviour* (8th ed.). Tata McGraw Hill.
- Luthans, F. (2008). *Organizational behaviour* (11th ed.). McGraw Hill International Edition.
- Mamora, C. B. (1994). *Personal management (Management of human resources)*. Himalaya.
- Pareek, U. (2007). *Understanding organizational behaviour* (2nd ed.). Oxford University Press.
- Robbins, S. P. (2009). *Organizational behaviour* (14th ed.). Prentice-Hall of India Private Limited.
- Storey, J. (2016). *Human resource management*. Edward Elgar Publishing Limited.
- Wilson, F. M. (2017). *Organizational behaviour and gender*. Routledge.

Course Outcomes:

- Describe the fundamental concepts, functions, and evolving role of Human Resource Management in organizational contexts. (LOTS)
- Apply core HRM practices such as human resource planning, job analysis, recruitment, and induction within structured organizational frameworks. (HOTS)
- Evaluate training methods, performance appraisal systems, and compensation practices to support workforce development and organizational goals. (HOTS)
- Analyze contemporary challenges in HRM including employee engagement, career planning, and the impact of dynamic environments on HR strategy. (HOTS)


Chairperson
Dept. of Applied Psychology
GIUS&T, HISAR

Applied Psychology (Semester III)
Positive Psychology –I
Discipline Elective Course (DEC)

Marks: 100
Internal: 30
External: 70

Course Code: U25PSY312T

Credits: 04

Time of Exam: 3 Hrs.

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand the core principles, theoretical frameworks, and interdisciplinary roots of positive psychology.
2. Explore classifications and measurement approaches to human strengths and well-being.
3. Examine the application of positive psychology concepts in various life domains such as education, mental health, and personal development.
4. Develop insights into cultivating psychological strengths like creativity, gratitude, and hope to enhance individual and collective well-being.

Unit-I

Nature and Scope of positive psychology. Eastern and western perspectives on positive psychology. Benefits of studying positive psychology.

Unit-II

Classifications and Measures of Human Strengths and Positive Outcomes. Role of meaningfulness in life, deconstruction of illness ideology

Unit-III

Positive Schooling, Positive psychology of mental health and forgiveness.

Unit-IV

The positive psychology of creativity, gratitude, and hope.

References:

- Biswas-Diener, R. (2013). *Invitation to positive psychology: Research and tools for the professional*. Wiley.
- Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*. Routledge.
- Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research, and applications*. McGraw-Hill Education (UK).
- Joseph, S. (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life*. John Wiley & Sons.
- Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
- Snyder, C. R., & Lopez, S. J. (Eds.). (2009). *Oxford handbook of positive psychology*. Oxford University Press.

Course Outcomes:

- Recall and explain the fundamental concepts, scope, and benefits of positive psychology from both Eastern and Western perspectives. (LOTS)
- Identify and classify various human strengths and positive psychological outcomes, and analyze the role of meaningfulness in life beyond illness models. (LOTS)
- Evaluate applications of positive psychology in mental health, forgiveness, and educational settings, integrating theory with practice. (HOTS)
- Apply concepts of creativity, gratitude, and hope to foster well-being and synthesize these elements to promote personal and societal flourishing. (LOTS)



Chairperson
Dept. of Applied Psychology
GURU I. HISAR

Applied Psychology (Semester III)
Sports Psychology – I
Discipline Elective Course (DEC)

Course Code: U25PSY313T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand the foundational principles of sports psychology and its relevance to athletic performance.
2. Explore the psychological and physiological factors influencing sports excellence, including motivation, arousal, and attention.
3. Examine the dynamics of coach-athlete and parent-athlete relationships and their impact on performance.
4. Learn techniques such as mental imagery, arousal regulation, and reaction time enhancement to improve sports performance.

Unit-I

Sports and Psychology-A convergence. Strategies For Achieving Sports-Excellence. Nutrition, Exercise and Sports Performance. Exercise Behaviour for Promoting Sports Excellence. Personality and Sports: Relevant Personality Dimensions for Sportsmanship.

Unit-II

The Coach-Athlete Interaction: The parent in Coach-Athlete Interaction. Coaching Error and Communication Determinants of Athletic Performance

Attentional demands, attention and arousal, selective attention.

Unit-III

Arousal: Drive theory, the inverted U Hypothesis, arousal, and nature of the task.

Arousal and individual differences, states of activation and performance, cognitive Arousal effects of social facilitation. Arousal adjustment. Use of strategies.

Unit-IV

Mental Imagery, Imagery Perspectives, Imagery and performance, Importance of Reaction Time in Sports. Type of Reaction Time, Reaction Factors affecting Reaction Time.

References:

- Cox, R. H., & Cox, R. H. (2002). *Sport psychology: Concepts and applications*. McGraw-Hill.
- Fazio, R. H., & Petty, R. E. (2008). *Attitudes: Their structure, function, and consequences*. Psychology Press.
- Gardner, F., & Moore, Z. (2006). *Clinical sport psychology*. Human Kinetics.
- Horn, T. S. (2008). *Advances in sport psychology*. Human Kinetics.
- Jarvis, M. (2006). *Sport psychology: A student's handbook*. Routledge.
- Kerr, J. H. (2014). *Motivation and emotion in sport: Reversal theory*. Psychology Press.
- Moran, A., & Toner, J. (2017). *A critical introduction to sport psychology*. Routledge.
- Nideffer, R. M., & Sagal, M. S. C. (2001). *Assessment in sport psychology*. Fitness Information Technology.
- Taylor, J. E., & Wilson, G. E. (2005). *Applying sport psychology: Four perspectives*. Human Kinetics.
- Recent additions:**
- Vealey, R. S., & Chase, M. A. (2021). *Sport psychology: Performance enhancement, performance inhibition, individuals, and teams* (4th ed.). Human Kinetics.
- Roberts, G. C., & Treasure, D. C. (2019). *Advances in motivation in sport and exercise* (4th ed.). Human Kinetics.
- Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Human Kinetics.

Course Outcomes:

- Explain the role of personality, nutrition, and psychological preparation in enhancing sports performance. (LOTS)
- Analyze the influence of coach-athlete interaction and communication on athlete motivation and outcomes. (HOTS)
- Evaluate different arousal theories and apply them to understand athletic performance under pressure. (HOTS)
- Apply mental training strategies like imagery and attention control to improve reaction time and performance. (HOTS)

Applied Psychology (Semester III)
Environmental Psychology – I
Discipline Elective Course (DEC)

Course Code: U25PSY314T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Understand and contextualize the evolution, theories, and interdisciplinary scope of environmental psychology.
2. Critically analyze how physical (e.g., noise, temperature, pollution) and psychological stressors influence human thoughts, emotions, and behavior.
3. Examine individual and collective responses to environmental challenges, including perception, cognition, and attitude formation.
4. Evaluate the role of stress and its moderators in shaping human-environment interactions using empirical research approaches.

Unit-I

Origin, Theories of Environmental Psychology,
Current approaches, Effect of environment on behaviour.

Unit-II

Environmental Stressors affecting behaviour: Physical stressors: Temperature, air, water, and noise

Unit-III

Psychological stressors.

Researching stress: The Environmental context.

Moderators of the stress response.

The role of stress in understanding organism-environmental relationships.

Unit-IV

Public reactions to pollution.

Environmental Perception, Cognition, and Attitudes.

Perception: Theories of Environmental Perception.

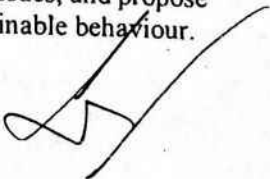
Environmental Cognition, Environmental Attitudes, Changing Attitudes.

References:

- Baum, A., Singer, J. E., & Singer, J. L. (2014). *Advances in environmental psychology: Energy conservation, psychological perspectives*. Psychology Press.
- Clayton, S. D. (Ed.). (2012). *The Oxford handbook of environmental and conservation psychology*. Oxford University Press.
- Gifford, R. (2007). *Environmental psychology: Principles and practice* (p. 372). Optimal Books.
- Seamon, D. (1982). The phenomenological contribution to environmental psychology. *Journal of Environmental Psychology*, 2(2), 119–140. [https://doi.org/10.1016/S0272-4944\(82\)80012-3](https://doi.org/10.1016/S0272-4944(82)80012-3)
- Steg, L. E., Van Den Berg, A. E., & De Groot, J. I. (2013). *Environmental psychology: An introduction*. BPS Blackwell.
- Van den Berg, A. E., & Staats, H. (2018). Environmental psychology. In J. Barton & M. Bragg (Eds.), *Oxford textbook of nature and public health: The role of nature in improving the health of a population* (pp. 51–56). Oxford University Press.

Course Outcomes:

- Describe the foundational theories and current approaches in environmental psychology, and explain how environmental factors influence human behaviour. (LOTS)
- Identify and analyze various physical and psychological environmental stressors, and evaluate their effects on individual and collective behaviour. (HOTS)
- Apply research methods to assess environmental stress within different contexts, and interpret the moderating factors that influence stress responses. (HOTS)
- Critically evaluate public perceptions and attitudes towards environmental issues, and propose strategies for effectively changing environmental attitudes to promote sustainable behaviour. (HOTS)



Chairperson
Dept. of Applied Psychology
GUJARATI, HISAR

Applied Psychology (Semester IV)
Psychological Testing and Psychodiagnostics II
Discipline Specific Course (DSC)

Course Code: U25PSY401T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Outcomes:

1. Understand the theoretical foundations, classification, and application of projective psychodiagnostic techniques.
2. Develop skills in the assessment of key psychological constructs such as motivation, creativity, anxiety, depression, hostility, and aggression.
3. Gain knowledge of neuropsychological testing tools and procedures for clinical evaluation of brain functioning.
4. Apply psychological tests appropriately across various applied settings such as clinical, educational, organizational, forensic, defense, and sports domains.

Unit-I

Psychodiagnostic Assessment:
Projective Techniques: Purpose, classification, and Evaluation.
Word Association Test, Thematic Apperception Test,
Rorschach, Sentence Completion Test.

Unit-II

Measurement of Motivation, Creativity, Anxiety, Depression, Hostility, and Aggression.

Unit-III

Neuropsychological Assessment: role of E.E.G., E.M.G., PET scan, CAT scan, Luria Nebraska
Neuropsychological Battery, Bender Gestalt Visual-motor test.

Unit-IV

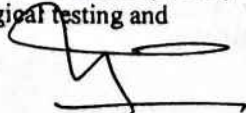
Application of Psychological Tests in Industrial/Organizational settings, Clinical setting, Defence settings, counseling and Educational set-ups, Forensic settings, Sports settings.

References:

- Aiken, L. R. (1994). *Psychological testing and assessment*. Boston, MA: Allyn and Bacon.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Cooper, C. (2018). *Psychological testing: Theory and practice*. Routledge.
- Guilford, J. P. (1954). *Psychometric methods* (2nd ed.). New York, NY: McGraw-Hill.
- Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues*. Cengage Learning.
- Maruish, M. E. (2004). *The use of psychological testing for treatment planning and outcomes assessment: Volume 3: Instruments for adults*. Routledge.
- Miller, L. A., & Lovler, R. L. (2018). *Foundations of psychological testing: A practical approach*. Sage Publications.
- Murphy, K. R., & Davidshofer, C. O. (1988). *Psychological testing: Principles and applications*. Englewood Cliffs, NJ.
- Urbina, S. (2014). *Essentials of psychological testing*. John Wiley & Sons.
- Weiner, I. B. (1995). *Rorschach: A comprehensive system* (Exner). Canada: John Wiley.

Course Outcomes:

- Explain key projective techniques and psychological measures used in assessing motivation, creativity, anxiety, depression, hostility, and aggression. (LOTS)
- Demonstrate understanding of neuropsychological assessment tools and their application in diagnosing cognitive and neurological functions. (LOTS)
- Apply psychological tests effectively across clinical, organizational, forensic, educational, and sports settings. (LOTS)
- Analyze and interpret assessment data to make informed psychodiagnostic decisions. (HOTS)
- Evaluate the ethical and practical considerations in the use of psychological testing and psychodiagnostics. (HOTS)


Chairperson
Dept. of Applied Psychology
GUJ&T, HISAR

Applied Psychology (Semester IV)
Current Trends and Issues in Psychology-II
Discipline Specific Course (DSC)

Course Code: U25PSY402T

Credits: 02

Time of Exam: 02 Hrs.

Note The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Marks: 50

Internal: 15

External: 35

Course Objectives:

1. Examine the impact of culture, digital technology, and social media on interpersonal dynamics and relationships.
2. Explore psychological responses and behavioral adaptations in extreme environments such as space, aviation, and traffic systems.
3. Investigate interdisciplinary intersections between psychology, neuroscience, artificial intelligence, and medical sciences.
4. Understand contemporary directions in positive psychology with a focus on well-being, resilience, and sustainable happiness.

Unit-I

Interpersonal Dynamics in a Changing World:

Person perception and cultural influences on interpersonal attraction

Love, intimacy, and the dynamics of intercultural marriages

Impact of digital communication on relationships: social media, online dating, and virtual interactions

Navigating challenges in maintaining meaningful connections in the digital age

Unit-II

Applied Psychology and Emerging Interdisciplinary Trends : Psychological challenges of humans in extreme environments: space psychology, aviation, and traffic psychology

Interdisciplinary collaborations: integrating psychology with neuroscience, medicine, and artificial intelligence

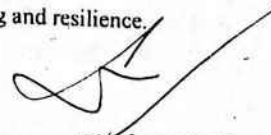
Emerging positive psychology trends: human flourishing, sustainable happiness, and well-being in contemporary society

References:

- Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.
- Cacioppo, J. T., & Freberg, L. A. (2018). *Discovering psychology: The science of mind* (3rd ed.). Cengage Learning.
- Card, S. K. (2017). *The psychology of human-computer interaction*. CRC Press.
- Gunther, K., & Andrus, K. (2021). *Technology and psychology: New directions in research and practice*. Springer.
- Hargreaves, D. H. (2017). *Interpersonal relations and education*. Routledge.
- Hinton, P. R. (2015). *The perception of people: Integrating cognition and culture*. Routledge.
- Hopkin, V. D. (2017). *Human factors in air traffic control*. CRC Press.
- Kosslyn, S. M., & Rosenberg, R. S. (2019). *Psychology in context* (3rd ed.). Pearson.
- Martinussen, M., & Hunter, D. R. (2017). *Aviation psychology and human factors*. CRC Press.
- McKenna, K. Y. A., & Bargh, J. A. (2019). *The social psychology of technology*. Psychology Press.
- Nolen-Hoeksema, S. (2014). *Abnormal psychology* (6th ed.). McGraw-Hill Education.
- Seligman, M. E. P. (2018). *The hope circuit: A psychologist's journey from helplessness to optimism*. PublicAffairs.
- Shaver, K. G. (2016). *An introduction to attribution processes*. Routledge.
- Thibaut, J. W. (2017). *The social psychology of groups*. Routledge.
- Turkle, S. (2017). *Reclaiming conversation: The power of talk in a digital age*. Penguin Press.
- Young, K. (2016). *Internet addiction test (IAT)*. Stoelting.

Course Outcomes:

- Analyze cultural and technological influences on interpersonal relationships and intimacy in modern society. (HOTS)
- Evaluate psychological implications of extreme environments and apply principles of human factors psychology. (HOTS)
- Integrate interdisciplinary insights from neuroscience, AI, and health sciences in addressing psychological challenges. (HOTS)
- Critically assess trends in positive psychology and apply them to promote well-being and resilience. (HOTS)


Chairperson
Dept. of Applied Psychology
GUJARATI HIGHER

Applied Psychology (Semester IV)
Psychology Lab-IV

Course Code: U25PSY403P

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: Twelve experiments/tests are to be conducted. The students will be required to perform two experiment/test in the examination, which would be assigned on the lottery basis. It would be mandatory to submit a practical record book duly signed by the supervising teacher at the time of practical examination.

Course Objectives:

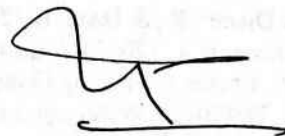
1. Build practical competence in administering and scoring standardized psychological assessments across clinical and applied settings.
2. Develop skills for accurate behavioral observation and systematic documentation through psychodiagnostics tools.
3. Enhance analytical thinking by interpreting assessment data for psychological profiling and decision-making.
4. Foster ethical awareness in the use and reporting of psychological testing results.

List of Practical

1. TAT.
2. WAT
3. Rorschach
4. CAT
5. Well-Being
6. STAXI
7. Family Pathology
8. Work Motivation
9. Social Maturity
10. Aggression
11. Coping Styles
12. Emotional Intelligence
13. Body Image
14. Personal Values
15. Resilience

Course Outcomes:

- Administer, score, and interpret a wide range of psychological tests and projective techniques with accuracy and standardization. (LOTS)
- Demonstrate adherence to ethical principles and professional standards in psychological testing and report writing. (LOTS)
- Analyze psychological data to formulate evidence-based inferences about emotional, cognitive, and behavioral patterns. (HOTS)
- Evaluate individual differences using psychological assessments in areas such as motivation, emotional intelligence, coping, and social maturity. (HOTS)



Chairperson
Dept. of Applied Psychology
GUJ&T, HRSAR

Applied Psychology (Semester IV)
Positive Psychology Skills for Sustainable Mental Health
Skill Enhancement Course

Course Code: U25SEC402T
Credits: 02
Time of Exam: 02 Hrs.

Marks: 50
Internal: 15
External: 35

Note: The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Course Objectives:

1. Introduce foundational theories and concepts of positive psychology and their relevance to mental health.
2. Develop practical skills to cultivate strengths, gratitude, mindfulness, and resilience.
3. Equip students with tools to apply positive psychology interventions in clinical, educational, and community settings.
4. Promote sustainable mental health through evidence-based self-care strategies and preventative practices.

Unit-I

Introduction to Positive Psychology: Overview of positive psychology and its difference from traditional psychological approaches. Key theories: Well-being theory, the PERMA model (Positive Emotion, Engagement, Relationships, Meaning, Achievement).

Core Concepts in Positive Psychology: Strengths-based approach: Identifying and cultivating personal strengths. The role of gratitude, mindfulness, and optimism in mental health. The science of happiness: What contributes to subjective well-being?

Resilience and Mental Health: Understanding resilience and its importance in mental health. Psychological flexibility and coping mechanisms. Building emotional intelligence to enhance resilience

Unit – II

Practical Applications of Positive Psychology for Sustainable Mental Health

Positive Psychology Interventions: Gratitude exercises: Journaling, letter writing, and daily gratitude practices. Strengths identification and using strengths in daily life. Mindfulness and meditation as tools for emotional regulation.

Promoting Well-being in Various Settings: Integrating positive psychology practices in clinical settings for client well-being. Using positive psychology in schools, workplaces, and communities. Designing and implementing well-being programs and interventions.


Sustainable Mental Health Practices: The role of positive relationships in promoting lasting mental health. Self-care and creating sustainable mental health routines. Preventative mental health strategies using positive psychology techniques.

References:

- Biswas-Diener, R., & Dean, B. (2007). *Positive psychology: An introduction*. Sage Publications.
- Fredrickson, B. L. (2009). *Positivity: Top-notch research reveals the upward spiral that will change your life*. Crown Publishing Group.
- Neff, K. D. (2011). *Self-compassion: The proven power of being kind to yourself*. William Morrow.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.

Course Outcomes:

- Critically explain core theories and concepts of positive psychology, including the PERMA model and resilience. (LOTS)
- Skillfully apply evidence-based positive psychology interventions to enhance mental health and well-being across diverse settings. (HOTS)
- Design and evaluate sustainable mental health strategies integrating strengths, mindfulness, and self-care for lasting psychological resilience. (HOTS)


Chairperson
Dept. of Applied Psychology
GUJARATI, HISAR

Applied Psychology (Semester IV)
Behavioural Communication and Interpersonal Relationship Management
Employability and Entrepreneurship Skills

Course Code: U25EEC402T
Credits: 02
Time of Exam: 02 Hrs.

Marks: 50
Internal: 15
External: 35

Note: The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Course Objectives:

1. Build foundational self-awareness and self-regulation skills essential for effective interpersonal functioning.
2. Strengthen communication abilities including verbal, non-verbal, and active listening skills to enhance relational clarity and trust.
3. Develop practical conflict resolution strategies and ethical relationship management in personal and professional contexts.
4. Foster collaboration, leadership, and influence within teams and organizational settings for improved interpersonal outcomes.

Unit-I

Self-Awareness, Self-perception and self-regulation.

Communication in Relationships: Verbal and non-verbal communication, Listening and communication skills

Conflict and Relationship Dynamics: Conflict types and resolution styles, Power, trust, and influence; Strategies to develop better relationships

Unit – II

Relationships in Teams and Organizations: Team dynamics and interpersonal roles, Collaboration and relationship-building strategies

Leadership and Interpersonal Influence: Relationship-based leadership (e.g., transformational, servant leadership), Influence and persuasion techniques

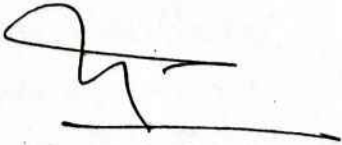
Interpersonal Ethics and Boundaries

References:

- Biswas-Diener, R., & Dean, B. (2007). *Positive psychology: An introduction*. Sage Publications.
- Corey, G., Corey, M. S., & Callanan, P. (2019). *Issues and ethics in the helping professions* (10th ed.). Cengage Learning.
- Fredrickson, B. L. (2009). *Positivity: Top-notch research reveals the upward spiral that will change your life*. Crown Publishing Group.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Hargie, O. (2011). *Skilled interpersonal communication: Research, theory and practice* (5th ed.). Routledge.
- Neff, K. D. (2011). *Self-compassion: The proven power of being kind to yourself*. William Morrow.
- Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). SAGE Publications.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
- Robbins, S. P., & Judge, T. A. (2021). *Organizational behaviour* (18th ed.). Pearson.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
-

Course Outcomes:

- Demonstrate self-awareness and regulate their behaviour to enhance personal and professional relationships. (LOTS)
- Apply effective verbal, non-verbal, and listening communication skills to foster clear and meaningful interactions. (HOTS)
- Analyze conflict types and implement appropriate resolution strategies to manage relationship dynamics constructively. (HOTS)
- Evaluate team and organizational interpersonal roles to promote collaboration and strengthen relationships. (HOTS)
- Employ leadership and persuasion techniques ethically to influence and guide others in various settings. (HOTS)


Chairperson
Dept. of Applied Psychology
GUJUS&T, HISAR

Applied Psychology (Semester IV)
Social Entrepreneurship in Mental Health (Semester I/II)
VOC*

Course Code: U25VOC402T

Credits: 02

Time of Exam: 02 Hrs.

Marks: 50

Internal: 15

External: 35

Note: The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Course Objectives:

1. Introduce the concept and core characteristics of social entrepreneurship with a focus on mental health.
2. Examine the psychological, social, and economic impact of mental health challenges in diverse communities.
3. Equip students with skills to design, plan, and implement sustainable mental health interventions through entrepreneurial models.
4. Provide practical knowledge of funding mechanisms, resource management, and impact evaluation in social ventures.
5. Promote collaboration with key stakeholders to scale and sustain community-based mental health solutions.

Unit-I

Overview of Social Entrepreneurship:

Definition & Key Characteristics: sustainable business models. Role of Social Entrepreneurs: innovative solutions, balancing social impact with financial sustainability.

Mental Health Challenges and Needs: Global & Local Issues: Stigma, limited care access, and treatment gaps. Impact on Communities: Mental health issues affect individuals socially, psychologically, and economically. Intersection of Social Entrepreneurship and Mental Health:

Addressing Mental Health: Social enterprises offer scalable solutions. Case Studies: The Trevor Project and Mind UK demonstrate the impact of mental health-focused initiatives.

Unit – II

Designing, Implementing, and Sustaining Mental Health Projects

Designing Mental Health Projects: Identifying target populations and assessing needs. Crafting mission statements, setting goals, and developing models. Applying psychological theories and evidence-based practices.

Funding and Resource Management: Exploring funding sources: grants, crowdfunding, social investment. Writing grant proposals and pitching to funders. Budgeting and ensuring financial sustainability.

Building Partnerships and Collaborations: Collaborating with NGOs, healthcare providers, and communities. Leveraging networks for scaling impact.

Measuring Impact and Sustainability: Evaluating social impact and tracking outcomes. Adapting strategies for greater effectiveness. Choosing sustainable models: profit vs. non-profit, social business.

References:

- Bornstein, D., & Davis, S. (2010). *Social entrepreneurship: What everyone needs to know*. Oxford University Press.
- Sullivan, M., & Rushing, C. (2016). *The social entrepreneur's playbook: Pressure-tested strategies for growing social impact*. Wiley.
- Kleinman, A., & Good, B. (2010). *Culture and depression: Studies in the anthropology and cross-cultural psychiatry of affect and disorder*. University of California Press.
- Greenwood, R., & Hinings, C. R. (2006). Understanding radical organizational change: Bringing together the old and the new institutionalism. *Academy of Management Review*, 31(4), 1015-1030.
<https://doi.org/10.5465/amr.2006.22527462>
- Social Enterprise Alliance. (2020). *Social enterprise: A global overview of the mental health landscape*. Social Enterprise Alliance.

Course Outcomes:

- Analyze the principles of social entrepreneurship and their application in addressing mental health challenges through sustainable business models. (HOTS)
- Design and implement impactful mental health projects by integrating psychological theories, evidence-based practices, and targeted interventions. (HOTS)
- Develop effective funding strategies, including grant writing, budgeting, and resource management for sustainable mental health initiatives. (HOTS)
- Foster strategic partnerships with NGOs, healthcare providers, and community stakeholders to amplify social impact and scalability. (HOTS/LOTS)
- Evaluate the effectiveness and sustainability of mental health-focused social enterprises through outcome assessment and adaptive strategies. (HOTS)



Chairperson

**Head of Applied Psychology,
GATEWAY**

Applied Psychology (Semester IV)
Clinical Psychology – II
Discipline Elective Course (DEC)

Course Code: U25PSY404T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Examine the clinical features, diagnostic criteria, and subtypes of mood disorders, including bipolar and depressive conditions.
2. Analyze the symptoms, causes, and progression of schizophrenia spectrum and other psychotic disorders, along with eating disorders.
3. Explore the psychological and biological aspects of substance-related, behavioral, and sexual disorders.
4. Understand the rationale, application, and comparative effectiveness of various therapeutic interventions including biological and psychological treatments.
5. Develop foundational knowledge for clinical assessment and treatment planning based on standardized diagnostic systems such as DSM-5 and ICD-11.

Unit-I

Bipolar and Related Disorders: Bipolar Disorder: Manic Episode; Depressive Episode; Major Depressive Disorder (MDD), Persistent Depressive Disorder; Dysthymia and Cyclothymia.

Unit-II

Schizophrenia Spectrum and Other Psychotic Disorders: Delusional Disorder, Brief Psychotic Disorder, Schizophrenia, Schizoaffective Disorder, Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, etc.

Unit-III

Substance-Related and Addictive Disorders: Alcohol-Related Disorders, Opioid-Related Disorders. Internet Addiction. Sexual Dysfunctions and Paraphilic Disorders,

Unit-IV

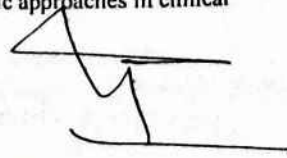
Therapeutic Intervention: Biologically based therapies: Electro Convulsive Therapy; Psychosurgery; Pharmacological therapy. Psychologically based therapies: Psychoanalytic; Behaviour; Cognitive and Humanistic.

References:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (Vol. 10). American Psychiatric Association.
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal psychology*. Pearson Education India.
- Comer, R. J. (2010). *Abnormal psychology* (7th ed.). Worth Publishers.
- Freeman, A., Felgoise, S. H., & Davis, D. D. (2008). *Clinical psychology: Integrating science and practice*. John Wiley & Sons.
- Hayes, S. C., & Hofmann, S. G. (Eds.). (2018). *Process-based CBT: The science and core clinical competencies of cognitive-behavioural therapy*. New Harbinger Publications.
- Jeffrey, S. N., Spencer, A. R., & Beverly, G. (2014). *Abnormal psychology in a changing world*. Pearson Education.
- Kring, A. M., & Johnson, S. L. (2018). *Abnormal psychology: The science and treatment of psychological disorders*. John Wiley & Sons.
- Trull, T. J. (2005). *Clinical psychology* (7th ed.). Wadsworth Cengage Learning.
- Wedding, D., & Corsini, R. J. (2013). *Current psychotherapies*. Cengage Learning.
- World Health Organization. (1992). *The ICD-10 classifications of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines*. WHO Press.
- World Health Organization. (2018). *ICD-11 for mortality and morbidity statistics*. <https://icd.who.int>

Course Outcomes:

- Analyze clinical manifestations and diagnostic criteria of major psychological disorders, including bipolar, psychotic, eating, and substance-related disorders. (HOTS)
- Apply diagnostic frameworks to assess psychological disorders using established clinical assessment tools and criteria. (LOTS)
- Evaluate therapeutic interventions, including biologically and psychologically based therapies, for effective treatment planning. (HOTS)
- Integrate theoretical perspectives and evidence-based practices to formulate comprehensive intervention strategies for diverse clinical populations. (HOTS)
- Critically assess the ethical considerations and implications of various therapeutic approaches in clinical practice. (HOTS)


Chairperson
Dept. of Applied Psychology
GAUSA 1, HBAR

Applied Psychology (Semester IV)
Industrial and Organizational Psychology – II
Discipline Elective Course (DEC)

Course Code: U25PSY405T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Explain foundational and contemporary theories of work motivation and attitudes to understand employee behavior and performance.
2. Examine leadership processes, models, and emotional intelligence in the context of organizational dynamics and effectiveness.
3. Analyze the structure and impact of organizational climate, culture, change, and development on workplace behavior.
4. Understand clinical patterns in organizational behavior including stress, absenteeism, and burnout, and evaluate interventions for promoting occupational health.
5. Explore the relationship between working conditions, safety, and employee well-being to enhance organizational productivity.

Unit-I

Work motivation: Nature, Theories: Need theories, Expectancy theory, equity, goal setting, reinforcement, and self-efficacy theory.

Work Attitudes: Multidimensionality of work attitudes.

Unit-II

Leadership processes and styles in the organization. Classical studies on leadership; trait theories, Group exchange theory, Fiedler's contingency model, path-goal theory, social learning approach. Leadership styles: Reddin's three-dimensional model, Likert's four systems of management, Vroom Yetton normative model. Leadership and Emotional Intelligence.

Unit-III

Organizational climate & culture.

Theories of organizational behaviour: Classical, human relation and open system. Organizational Change and Development. Organizational effectiveness.

Unit-IV

Clinical patterns of organizational behaviour.

Occupational stress, counterproductive behaviour, role conflicts, absenteeism, and burnouts, their causes and interventions. Health-related problems in Organizations.

Working conditions & work environment. Safety & accidents.

References:

- Altman, S., Valenzi, E., & Hodgetts, R. M. (2013). *Organizational behaviour: Theory and practice*. Elsevier.
- Blum, M. L., & Naylor, J. C. (1968). *Industrial psychology: Its theoretical and social foundations*. Harper & Row.
- Cooper, C., & Rothmann, I. (2013). *Organizational and work psychology: Topics in applied psychology*. Routledge.
- Dunnett, M. D. (Ed.). (1992). *Handbook of industrial and organizational psychology*. Rand McNally.
- Ganguli, H. C. (1966). *The industrial worker psychological studies*. Siddharth.
- Golembiewski, R. T. (2000). *Handbook of organizational behaviour: Revised and expanded*. CRC Press.
- Lefkowitz, J. (2017). *Ethics and values in industrial-organizational psychology*. Routledge.
- Luthans, F. (2010). *Organizational behaviour* (12th ed.). McGraw-Hill.
- Millward, L. J. (2005). *Understanding occupational and organizational psychology*. Sage.
- Mohanty, G. (2010). *Industrial psychology and organizational behaviour*. Kalyani Publishers.
- Newstrom, J. W., Davis, K., & Pierce, J. L. (1993). *Organizational behaviour: Human behaviour at work*.
- Riggio, R. E. (2017). *Introduction to industrial/organizational psychology*. Routledge.

Course Outcomes:

- Explain key theories of work motivation and work attitudes, and their relevance to employee behavior and productivity. (LOTS)
- Compare and contrast leadership theories and styles, and assess their effectiveness in diverse organizational settings. (HOTS)
- Analyze the role of organizational climate, culture, and change processes in shaping employee experiences and organizational outcomes. (HOTS)
- Evaluate the impact of occupational stress, burnout, and counterproductive behaviors on employee well-being and organizational performance. (HOTS)
- Apply psychological principles to improve workplace safety, manage stress, and enhance health outcomes in organizations. (HOTS)

Applied Psychology (Semester IV)
Guidance and Counseling - II
Discipline Elective Course (DEC)

Course Code: U25PSY406T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Introduce students to advanced psychodiagnostic and crisis intervention methods used in counseling.
2. Familiarize students with major theoretical frameworks of counseling, including psychoanalytic, cognitive-behavioural, affective, and integrative approaches.
3. Provide training in the application of advanced counseling techniques such as Rational-Emotive Therapy, Reality Therapy, and Transactional Analysis.
4. Enable the design and delivery of counseling interventions for special populations including children, couples, substance abusers, and abuse victims.
5. Develop skills for applying counseling principles within organizational, industrial, and community settings.

Unit-I

Psychodiagnosis, Crisis Intervention. Theoretical Approaches to counseling:
Psychoanalytic Foundation: Sigmund Freud, Alfred Adler. Cognitive-Behavioural

Unit-II

Affective Approaches to counseling: Person-Centered Therapy.
Gestalt Therapy. Existential Therapy.

Unit-III

Approaches to counseling: Rational-Emotive Therapy. Behavioural counseling.
Reality Therapy. Transactional Analysis.

Unit-IV

Special Areas of Applications:

Marriage counseling, counseling of Children & Parents.


counseling for special population-substance abusers, AIDS patients, abuse victims, women, human relations
counseling in industry and government.

References:

- Burnard, P. (2009). *Counseling skills training: Book of activities*. Viva Books.
- Capuzzi, D., & Gross, D. R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th ed.). Pearson.
- Corey, G. (2009). *Counseling and psychotherapy: Theory and practice* (7th ed.). Cengage Learning.
- Corsini, R. J., & Wedding, D. (2008). *Current psychotherapies* (8th ed.). Thomson Learning.
- Geldard, K., & Geldard, D. (2011). *Counseling children: A practical introduction* (3rd ed.). Sage.
- Gottfredson, L. S. (2005). Using Gottfredson's theory of circumscription and compromise in career guidance and counseling. In *Career development and counseling: Putting theory and research to work* (pp. 71-100).
- Gysbers, N. C., & Henderson, P. (2014). *Developing and managing your school guidance and counseling program*. John Wiley & Sons.
- Ivey, A. E., Ivey, M. B., & Simek-Downing, L. (1987). *Counseling and psychotherapy: Integrating skills, theory, and practice*. Prentice-Hall.
- Sharf, R. S. (2012). *Theories of psychotherapy & COUNSELING: Concepts and cases* (5th ed.). Pearson.
- Udupa, K. N. (1985). *Stress and its management by yoga*. Motilal Banarsidass.

Course Outcomes:

- Apply psychodiagnostic techniques and crisis intervention strategies in diverse counseling contexts. (LOTS)
- Integrate psychoanalytic, cognitive-behavioural, and affective approaches to effectively address client concerns. (HOTS)
- Employ advanced counseling techniques, including rational-emotive therapy, reality therapy, and transactional analysis. (LOTS)
- Develop tailored counseling interventions for specific populations, including couples, children, substance abusers, and abuse victims. (HOTS)
- Implement human relations counseling in organizational and community settings to address interpersonal and systemic challenges. (HOTS)


Chairperson
Dept. of Applied Psychology
GUSA & T, HRS AR

Applied Psychology (Semester IV)
Psychology of Criminal Behaviour – II
Discipline Elective Course (DEC)

Course Code: U25PSY407T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Provide an understanding of special offenses including sex crimes, white-collar crimes, and cybercrimes within psychological and criminological frameworks.
2. Introduce criminal profiling methods such as crime scene analysis, motive interpretation, and serial crime pattern identification.
3. Familiarize students with the role and functioning of law enforcement agencies in offender management, including prison administration, probation, and parole.
4. Explore psychological interventions aimed at offender rehabilitation, behaviour modification, and enhancement of victim-offender relationships.
5. Develop analytical skills for applying theories of punishment such as retribution, deterrence, and reformation in understanding crime and its control.

Unit-I

Special offenses:

Sex offenses and crime against women, white-collar crime, cybercrime

Theories of punishment: Retribution, deterrence and reformation theory.

Unit-II

Criminal profiling: History, Crime scene analysis, crime reconstruction, interpreting motives, investigation of crime patterns in serial cases.

Unit-III

Role of law enforcement agencies in social defense: Prison administration (Walled and open-air prisons), Probation and Parole, Prison reform programmes and services, Problems of prison life

Unit-IV

Role of psychological measures in the correction of crime: Behaviour modification, Sensitivity training, Rehabilitation in family & Community. Victim offender relationship

References:

- Abrahamson, D. (1960). *Psychology of crime*. Columbia University Press.
- Bonta, J., & Andrews, D. A. (2017). *The psychology of criminal conduct* (6th ed.). Routledge.
- Chokalingam, K. (1991). *Readings in victimology*. Rair Raj Publications.
- Durrant, R. (2018). *An introduction to criminal psychology*. Routledge.
- Ewing, C. P., & McCann, J. T. (2006). *Minds on trial: Great cases in law and psychology*. Oxford University Press.
- Kocsis, R. N. (Ed.). (2018). *Applied criminal psychology: A guide to forensic behavioural sciences*. Charles C Thomas Publisher.
- Sirohi, J. P. S. (1983). *Criminology and criminal administration*. Law Agency.
- Trojanowicz, C. (1978). *Juvenile delinquency: Concepts and controls*. Prentice-Hall.
- Turvey, B. E. (Ed.). (2011). *Criminal profiling: An introduction to behavioural evidence analysis*. Academic Press.
- Walters, G. D. (1994). *Drug and crime in lifestyle perspective*. Sage.

Course Outcomes:

- Analyze special offenses, including sex crimes, white-collar crimes, and cybercrimes, through theoretical frameworks of punishment and deterrence (HOTS)
- Apply criminal profiling techniques to assess crime scenes, interpret criminal motives, and identify serial crime patterns. (LOTS)
- Examine the role of law enforcement agencies in offender management, including prison administration, probation, and parole systems. (HOTS)
- Implement psychological interventions for offender rehabilitation, behaviour modification, and victim-offender mediation in correctional settings (HOTS)


Chairperson
Dept. of Applied Psychology
GAUSA, HISAR

Applied Psychology (Semester IV)
Child Psychology (Paper-II)
Discipline Elective Course (DEC)

Course Code: U25PSY408T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Explain cognitive, emotional, and moral development processes during early childhood, including language acquisition and personality formation.
2. Introduce common psychological disorders in childhood, such as ADHD, learning disorders, autism, and conduct disorder, with an emphasis on identification and assessment.
3. Explore the role of family dynamics, gender differences, and socio-cultural factors in shaping child development.
4. Discuss current issues affecting children in India, including malnutrition, abuse, homelessness, aggression, bullying, and gender discrimination.
5. Encourage application of evidence-based strategies and interventions addressing developmental and psychosocial challenges faced by children.

Unit-I

Development of cognition, intelligence, and language during early childhood.

Unit-II

Development of emotions, personality, and moral values during childhood.

Unit-III

Attention deficit hyperactivity disorder, learning disorders, mental retardation, Feeding, eating, elimination disorders, conduct disorder, and autism.

Unit-IV

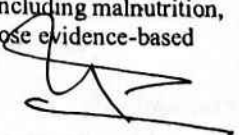
Role and functions of the family in child development, Development of gender differences and roles.
Status and problems of childhood in India:- malnutrition, child abuse, homelessness, aggressiveness & bullying, gender discrimination.

References:

- Berk, L. E. (2012). *Child development*. Pearson Education Inc.
- Beauchaine, T. P., & Hinshaw, S. P. (Eds.). (2017). *Child and adolescent psychopathology*. John Wiley & Sons.
- Butler, L. P., Ronfard, S., & Corriveau, K. H. (Eds.). (2020). *The questioning child: Insights from psychology and education*. Cambridge University Press.
- Israel, A. C., Malatras, J. W., & Wicks-Nelson, R. (2020). *Abnormal child and adolescent psychology*. Routledge.
- Kail, R. V., & Cavanaugh, J. C. (2012). *Human development: A life-span view*. Cengage Learning.
- Keenan, T., Evans, S., & Crowley, K. (2016). *An introduction to child development*. Sage.
- Mash, E. J., & Wolfe, D. A. (2012). *Abnormal child psychology* (5th ed.). Cengage Learning.
- McLevitt, T. M., & Ormord, J. E. (2012). *Child development and education* (5th ed.). Pearson Education.
- Santrock, J. (2012). *Children*. McGraw-Hill Higher Education.
- Siegler, R. S., DeLoache, J. S., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th ed.). Worth Publishers.

Course Outcomes:

- Analyze cognitive, emotional, and moral development during early childhood, emphasizing language acquisition and personality formation. (HOTS)
- Identify and assess common childhood psychological disorders, including ADHD, learning disorders, autism, and conduct disorder. (HOTS)
- Examine the influence of family dynamics and gender roles on child development, considering socio-cultural factors. (HOTS)
- Evaluate contemporary issues affecting children in India, including malnutrition, abuse, homelessness, and gender discrimination, and propose evidence-based interventions. (HOTS)


Chairperson
Dept. of Applied Psychology
GUJARATI HIGHER

Applied Psychology (Semester IV)
Neuro Psychology - II
Discipline Elective Course (DEC)

Course Code: U25PSY409T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Explain the neuropathology and clinical features of neurological, cerebrovascular, and degenerative disorders.
2. Describe language, sleep, and movement disorders within neuropsychological frameworks.
3. Analyze the functional impact of damage to different brain lobes on cognition and behavior.
4. Illustrate the principles of neuroplasticity and their applications in neuropsychological rehabilitation.
5. Outline the training requirements and skills necessary for neuropsychologists in clinical practice.

Unit-I

Neurological disorders, Intracranial tumours, Cerebrovascular disorders, Degenerative disorders

Unit-II

Language disorders Sleep disorders, Movement disorders.

Unit-III

Pathology of lobes, Frontal lobe pathology, Temporal lobe pathology, Parietal lobe pathology, Occipital lobe pathology

Unit-IV

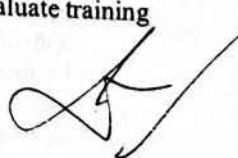
Neuroplasticity. Neuropsychological Rehabilitation Training of neuropsychologists.

References:

- Anderson, V., Northam, E., & Wrennall, J. (2018). *Developmental neuropsychology: A clinical approach*. Routledge.
- Andrewes, D. (2015). *Neuropsychology: From theory to practice*. Psychology Press.
- Armstrong, K. E., Beebe, D. W., & Hilsabeck, R. C. (2019). *Board certification in clinical neuropsychology: A guide to becoming ABPP/ABCN certified without sacrificing your sanity*. Oxford University Press.
- Boller, F., & Grafman, J. (1988). *Handbook of neuropsychology*. Elsevier.
- Bush, S. S. (2018). *Ethical decision making in clinical neuropsychology*. Oxford University Press.
- Goldberg, E. (Ed.). (2019). *Contemporary neuropsychology and the legacy of Luria*. Psychology Press.
- Meier, M. J., Burton, A. L., & Diller, L. (Eds.). (1987). *Neuropsychological rehabilitation*. Churchill Livingstone.
- Mosses, J. A., & Golden, C. J. (1990). *Interpretation of the Luria Nebraska Neuropsychological Battery*. Allyn & Bacon.
- Ottoson, D. (1987). *Duality and unity of the brain*. MacMillan.
- Walsh, K. (1994). *Neuropsychology: A clinical approach*. Churchill Livingstone.
- Walsh, V., & Pascual-Leone, A. (2003). *Transcranial magnetic stimulation: A neurochronometrics of mind*. MIT Press.
- Whitaker, H. A. (1988). *Neuropsychological studies of nonfocal brain damage*. Springer-Verlag.

Course Outcomes:

- Analyze the neuropathology and clinical manifestations of neurological, cerebrovascular, and degenerative disorders. (HOTS)
- Assess language, sleep, and movement disorders using neuropsychological frameworks and diagnostic criteria. (HOTS)
- Examine the functional implications of lobe-specific pathologies and their impact on cognitive and behavioural processes. (HOTS)
- Apply principles of neuroplasticity in neuropsychological rehabilitation and evaluate training approaches for neuropsychologists. (HOTS)


Chairperson
Dept. of Applied Psychology
GUJARATI, HSBAR

Applied Psychology (Semester IV)
Health Psychology - II
Discipline Elective Course (DEC)

Course Code: U25PSY410T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks..

Course Objectives:

1. Explain the nature and models of stress and the physiological mechanisms involved.
2. Describe various sources of stress and human responses to stress.
3. Explore factors influencing stress coping abilities, including yogic meditation, biofeedback, and assertiveness training.
4. Examine strategies for managing organizational role stress effectively.
5. Analyze processes involved in health promotion, including the development of healthy habits and improvement of quality of life.
6. Discuss health-related beliefs from an Eastern perspective and their role in behavior change.
7. Evaluate biological, sociocultural, psychological, and spiritual interventions for disease prevention.

Unit-I

Stress: Nature, Models of stress,

Physiology of stress, Sources of stress. Responding to stress.

Unit-II

Managing Stress:

Factors Affecting the ability to cope, yogic meditation, Bio-feedback, Assertiveness training, and their management, coping with Organizational Role stress.

Unit-III

Health Promotion:

Development of healthy habits, Quality of life. Reduction of unhealthy behaviour.

Health-related beliefs in Eastern Perspective.

Unit-IV

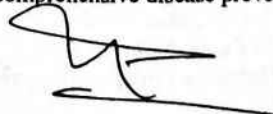
Disease Prevention – Biological, sociocultural, Psychological, and spiritually oriented intervention.

References:

- Abraham, C., Conner, M., Jones, F., & O'Connor, D. (2016). *Health psychology*. Routledge.
- Brannon, L., Feist, J., & Updegraff, J. A. (2013). *Health psychology: An introduction to behaviour and health*. Cengage Learning.
- Carroll, D. (2019). *Health psychology: Stress, behaviour, and disease*. Routledge.
- Curtis, A. J. (2000). *Health psychology*. Psychology Press.
- DiMatteo, M. R., & Martin, L. R. (2002). *Health psychology*. Allyn & Bacon.
- Feuerstein, M., Elise, R. L., & Kuczmierczyk, A. E. (1986). *Health psychology: A psychological perspective*. Plenum Press.
- Friedman, H. S., & Silver, R. C. (Eds.). (2007). *Foundations of health psychology*. Oxford University Press.
- Gurung, R. A. (2018). *Health psychology*. Cambridge University Press.
- Lyons, A. C., & Chamberlain, K. (2006). *Health psychology: A critical introduction*. Cambridge University Press.
- Madden, T., & Ajzen, I. (1992). A comparison of the theory of planned behaviour and the theory of reasoned action. [Include source details if available].
- Ogden, J. (2012). *Health psychology: A textbook*. McGraw-Hill Education (UK).
- Pitts, M., & Phillips, K. (Eds.). (1998). *The psychology of health: An introduction*. Psychology Press.
- Taylor, S. E. (2006). *Health psychology*. Tata McGraw-Hill Education.

Course Outcomes:

- Analyze the nature, physiological mechanisms, and psychological models of stress and its impact on health. (HOTS)
- Apply effective stress management techniques, including yogic meditation, biofeedback, and assertiveness training, to enhance coping strategies. (LOTS)
- Develop health-promoting behaviours and assess the role of quality of life in well-being from both Western and Eastern perspectives. (HOTS)
- Integrate biological, sociocultural, psychological, and spiritual approaches for comprehensive disease prevention and intervention. (HOTS)


Chairperson
Dept. of Applied Psychology
GJUS&T, HISAR

Applied Psychology (Semester IV)
Positive Psychology -II
Discipline Elective Course (DEC)

Course Code: U25PSY412T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Familiarize students with the role of positive emotions and their impact on coping, emotional intelligence, and optimal experiences such as flow.
2. Examine key constructs such as self-determination, wisdom, well-being, and value orientation in shaping human motivation and life satisfaction.
3. Explore practical approaches for enhancing psychological strengths through mindfulness, meditation, spirituality, and humor.
4. Highlight the application of positive psychology principles across various life domains including family, education, workplace, and community life.
5. Encourage critical reflection on the scientific foundations and cultural relevance of positive psychology in promoting human flourishing.

Unit-I

Emotions and positive psychology: positive emotions, coping, flow, emotional intelligence.

Unit-II

Role of self-determination, wisdom, well-being, and value orientation in life.

Unit-III

Practicing positive psychology: meditation, Developing Strengths, spirituality, and humor/ mindfulness.

Unit-IV

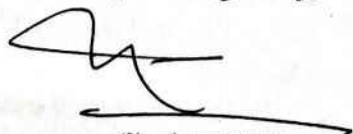
Positive psychology in different spheres of life: family, school, work, and society.

References:

- Blumberg, H. H., Hare, A. P., & Costin, A. (2006). *Peace psychology: A comprehensive introduction*. Cambridge University Press.
- Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*. Routledge.
- Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research, and applications*. McGraw-Hill Education (UK).
- Joseph, S. (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life*. John Wiley & Sons.
- Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
- Snyder, C. R., & Lopez, S. J. (Eds.). (2009). *Oxford handbook of positive psychology*. Oxford Library of Psychology.
- Steve, B. (2016). *Positive psychology*. Pearson Education India.

Course Outcomes:

- Analyze the impact of positive emotions, emotional intelligence, and flow on psychological well-being (HOTS).
- Apply principles of self-determination, wisdom, and value orientation to foster personal growth and life satisfaction. (LOTS)
- Integrate positive psychology practices such as mindfulness, spirituality, and strength development into daily life. (HOTS)
- Evaluate the application of positive psychology across various life domains, including family, education, work, and community. (HOTS)


Chairperson
Dept. of Applied Psychology
GAUSA T. HISAR

Applied Psychology (Semester IV)
Human Resource Management-II
Discipline Elective Course (DEC)

Course Code: U2SPSY411T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

1. Provide a conceptual and practical understanding of Human Resource Development (HRD) within the Indian industrial landscape.
2. Explore mechanisms of grievance handling, dispute resolution, and approaches to workplace discipline in Indian organizations.
3. Highlight the significance of employee health, safety, and welfare and examine initiatives for promoting emotional and physical well-being.
4. Discuss the role of industrial relations and trade unions in shaping employee relations and workplace dynamics.
5. Address emerging trends and contemporary challenges in HRM, including workforce diversity, digital transformation, and work-life integration.

Unit-I

HRD in India: Concept, goals, evolution, and need for HRD, HRD in Indian industry.

Unit-II

Employee grievances and Discipline: Grievances, Management in Indian Industry, Resolving Disputes: Nature of disputes causes of disputes, settlement of disputes.
Discipline: Approaches to discipline, disciplinary actions.

Unit-III

Health and safety: Need, measures to promote employees health, emotional problems, employee safety, safety programmes. Employee welfare: Importance, Agencies for welfare work, Industrial relations & Trade Union.

Unit-IV

Contemporary issues in HRM: Workforce diversity management, work-family balance, sexual harassment at work, pressures of globalization, e-HRM.

References:

- Buchanan, D. A., & Huczynski, A. A. (2019). *Organizational behaviour*. Pearson UK.
- Cook, M. F. (1993). *The human resources yearbook 1993/94 edition*. Prentice-Hall.
- Davis, K. (1981). *Human behaviour at work*. Tata McGraw Hill.
- Dessler, G. (2009). *A framework for human resource management* (5th ed.). Pearson/Prentice Hall Publishing.
- Hersey, P. E., & Blanchard, K. H. (1977). *The management of organizational behaviour*. Prentice-Hall.
- Kondalkar, V. G. (2020). *Organizational behaviour*. New Age.
- Kreitner, R., & Kinicki, A. (2008). *Organizational behaviour* (8th ed.). Tata McGraw Hill.
- Matoria, C. B. (1994). *Personnel management (Management of human resources)*. Himalaya.
- Pareek, U. (2007). *Understanding organizational behaviour* (2nd ed.). Oxford University Press.
- Rao, V. S. P. (2005). *Human resource management: Text and cases* (2nd ed.). Excel Books.
- Storey, J. (2016). *Human resource management*. Edward Elgar Publishing Limited.
- Wilson, F. M. (2017). *Organizational behaviour and gender*. Routledge.

Course Outcomes:

- Examine the evolution, objectives, and current practices of Human Resource Development in the Indian context. (HOTS)
- Apply strategies for effective grievance management, dispute resolution, and disciplinary actions in organizational settings. (LOTS)
- Develop comprehensive employee welfare, health, and safety programs to address workplace challenges and promote well-being. (HOTS)
- Evaluate contemporary HRM issues, including workforce diversity, work-life balance, globalization pressures, and the integration of e-HRM systems. (HOTS)



Applied Psychology (Semester IV)
Sports Psychology - II
Discipline Elective Course (DEC)

Course Code: U25PSY413T
Credits: 04
Time of Exam: 3 Hrs.

Marks: 100
Internal: 30
External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

The course is designed to:

1. Explain the psychological principles underlying motivation, goal setting, self-confidence, and the role of anxiety in sports performance.
2. Explore the causes and consequences of stress, burnout, and violence in sports, with an emphasis on stress management and intervention strategies.
3. Discuss the dynamics of team building and leadership in sports, including the influence of personality, motivation, group cohesion, and conformity.
4. Understand the psychological aspects of achievement, attribution, and the impact of substance use in sports.
5. Highlight the significance of yoga and mental relaxation techniques in enhancing athletic performance and well-being.

Unit-I

Motivation and Sports: Demographic factors, Incentive motivation, Achievement motivation, Goal Setting, Competition, Self-confidence, Social reinforcement.

Anxiety and its Role in Sports: Role of competitive anxiety in sports, Effect of anxiety on sports performance.

Unit-II

Stress in Sports: Stress-related factors, Stress and Decision style, Stress and competition; Stress training, Stress evaluation, Burnout in sports.

Strategies for stress management.

Violence in Sports: Factors influencing sports violence, Causes of sports violence. Reduction of sports violence.

Unit-III

Team building and Leadership in sports:

The sports team: A general system approach to group interaction and integration, Personal Factors: Personality, Interpersonal compatibility, Individual ability, Motivation.

Leadership, Cohesiveness, Group development, Conformity and compliance, Obedience.

Unit-IV

Achievement Factors: Attribution for causality, Achievement rewards. Sports and Drugs.

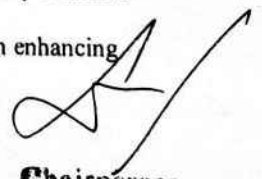
Yoga and sports: Beneficial effects of Yoga, Yoga, and mental relaxation, Utility of Yoga for sportspersons.

References:

- Fazio, R. H., & Petty, R. E. (2008). *Attitudes: Their structure, function, and consequences*. Psychology Press.
- Gardner, F., & Moore, Z. (2006). *Clinical sport psychology*. Human Kinetics.
- Horn, T. S. (2008). *Advances in sport psychology*. Human Kinetics.
- Jarvis, M. (2006). *Sport psychology: A student's handbook*. Routledge.
- Kerr, J. H. (2014). *Motivation and emotion in sport: Reversal theory*. Psychology Press.
- Moran, A., & Toner, J. (2017). *A critical introduction to sport psychology: A critical introduction*. Routledge.
- Nideffer, R. M., & Sagal, M. S. C. (2001). *Assessment in sport psychology*. Fitness Information Technology.
- Taylor, J. E., & Wilson, G. E. (2005). *Applying sport psychology: Four perspectives*. Human Kinetics.

Course Outcomes:

- Explain key motivational factors, anxiety, and stress and their impact on sports performance. (LOTS)
- Analyze causes and effects of violence in sports and apply strategies to reduce it. (HOTS)
- Evaluate team dynamics, leadership styles, and psychological factors influencing group cohesion and performance. (HOTS)
- Assess achievement-related behaviours, the role of drugs, and the benefits of yoga in enhancing athletic performance and mental well-being. (HOTS)



Chairperson
Dept. of Applied Psychology
GURU I. HUBAR

Applied Psychology (Semester IV)
Environmental Psychology - II
Discipline Elective Course (DEC)

Course Code: U25PSY414T

Credits: 04

Time of Exam: 3 Hrs.

Marks: 100

Internal: 30

External: 70

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

The course is designed to:

1. Examine the psychological impact of population growth, urbanization, and high-density living on human behavior and social dynamics.
2. Explore the concepts of privacy, personal space, and territoriality as adaptive responses to environmental constraints.
3. Understand the effects of crowding on individual and group behavior, including aggression, withdrawal, altruism, and crime.
4. Discuss key theories of crowding and high-density environments in relation to psychological well-being and social interaction.
5. Introduce research methodologies in environmental psychology and assess the adequacy of studies related to spatial behavior and architectural environments.

Unit-I

Population, Density, Urbanization:
Social density and regulatory control.

Unit-II

Privacy, Personal space, Territorial behaviour.
Behaviour as Response to the physical characteristics of the Environment Spatial behaviour.

Unit-III

Crowding: Effect of high density on humans, Effective components of high-density settings, Pressure-Environment transaction in high-Density settings.

Crowding theories: Crowding and behaviour, crowding and crime, crowding and aggression, crowding and withdrawal, crowding and altruism, crowding as a common problem.

Unit-IV

Research Methods in Environmental Psychology: Evaluating the adequacy of environmental research, architectural behaviour

References:

- Baum, A., Singer, J. E., & Singer, J. L. (2014). *Advances in environmental psychology: Volume 3: Energy conservation, psychological perspectives*. Psychology Press.
- Canter, D. V., & Craik, K. H. (1981). Environmental psychology. *Journal of Environmental Psychology*, 1(1), 1-11. [https://doi.org/10.1016/S0272-4944\(81\)80004-4](https://doi.org/10.1016/S0272-4944(81)80004-4)
- Clayton, S. D. (Ed.). (2012). *The Oxford handbook of environmental and conservation psychology*. Oxford University Press.
- Gifford, R. (2007). *Environmental psychology: Principles and practice* (p. 372). Optimal Books.
- Seamon, D. (1982). The phenomenological contribution to environmental psychology. *Journal of Environmental Psychology*, 2(2), 119-140. [https://doi.org/10.1016/S0272-4944\(82\)80014-6](https://doi.org/10.1016/S0272-4944(82)80014-6)
- Steg, L. E., Van Den Berg, A. E., & De Groot, J. I. (2013). *Environmental psychology: An introduction*. BPS Blackwell.
- Van den Berg, A. E., & Staats, H. (2018). Environmental psychology. In *Oxford textbook of nature and public health: The role of nature in improving the health of a population* (pp. 51-56). Oxford University Press.

Course Outcomes:

- Describe key concepts related to population density, urbanization, and their social impacts. (LOTS)
- Analyze human behaviour concerning privacy, personal space, territoriality, and spatial environment. (HOTS)
- Evaluate the psychological effects of crowding, including its influence on behaviour, crime, aggression, and social withdrawal. (HOTS)
- Critically assess environmental psychology research methods and apply principles to architectural behaviour and design. (HOTS)