



Scheme of Examination

[MA Psychology]

Name of the Programme: Post Graduate Diploma and Master Degree in Psychology Programme  
(Affiliated Colleges)

According to National Education Policy-2020

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	P25PSY301T	Psychometrics- I	4	4	30	70	100	3
	P25PSY302T	Psychological Issues in Changing World – 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
Discipline Elective Course Practicum	P25PSY317P	Psychology Lab-III	4	8	30	70	100	3
Open Elective		To be opted from the pool	2	2	15	35	50	2
	<b>Total</b>		<b>24</b>	<b>28</b>	<b>180</b>	<b>420</b>	<b>600</b>	

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	P25PSY401T	Psychometrics- II	4	4	30	70	100	3
	P25PSY402T	Psychological Issues in Changing World - 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
Discipline Elective Course Practicum	P25PSY417P	Psychology Lab-IV	4	8	30	70	100	3
EEC/SEC/VOC		To be opted from the pool	2	2	15	35	50	2
	<b>Total</b>		<b>24</b>	<b>28</b>	<b>180</b>	<b>420</b>	<b>600</b>	

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	P25PSY311T	Clinical Psychology -I	4	4	30	70	100	3
Discipline Elective Course	P25PSY312T	Industrial /Organizational Psychology-I	4	4	30	70	100	3
Discipline Elective Course	P25PSY313T	Principles and applications of Guidance	4	4	30	70	100	3
Discipline Elective Course	P25PSY314T	Life span and human development I	4	4	30	70	100	3
Discipline Elective Course	P25PSY315T	Health Psychology- I	4	4	30	70	100	3
Discipline Elective Course	P25PSY316T	Positive Psychology-1	4	4	30	70	100	3

  
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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	P25PSY411T	Clinical Psychology -II	4	4	30	70	100	3
Discipline Elective Course	P25PSY412T	Industrial /Organisational Psychology-II	4	4	30	70	100	3
Discipline Elective Course	P25PSY413T	Principles and applications of Counselling	4	4	30	70	100	3
Discipline Elective Course	P25PSY414T	Life span and human development II	4	4	30	70	100	3
Discipline Elective Course	P25PSY415T	Health Psychology-II	4	4	30	70	100	3
Discipline Elective Course	P25PSY416T	Positive 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	P25OEC306T	Psychology for health and well-being	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	P25EEC406T	Group Dynamics and team building	2	2	15	35	50	2
Skill Enhancement Course	P25SEC406T	Values and Ethics in Psychological Practice	2	2	15	35	50	2
Vocational Course	P25VOC406T	Essential Living and Workplace Skills	2	2	15	35	50	2

SEMESTER-IV (Option B)								
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	P25PSY401T	Psychometrics- II	4	4	30	70	100	3
	P25PSY402T	Psychological Issues in Changing World -II	2	2	15	35	50	2
Discipline Elective Course		to be opted from the list of electives	4	4	30	70	100	3
Dissertation/Project work			12				300	
EEC/SEC/VOC		to be opted from the pool	2	2	15	35	50	2
	<b>Total</b>		<b>24</b>	<b>12</b>	<b>90</b>	<b>210</b>	<b>600</b>	

**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 (120 hrs), earned by a student during summer internship after 2<sup>nd</sup> semester, will be taken into account in 3<sup>rd</sup> semester of a student who pursue 2 years PG Programme without taking exit option.

**MA Psychology (SEMESTER-III)**  
**Psychometrics- I**  
**Discipline Specific Course (DSC)**

Course Code: P25PSY301T  
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:**

- Understand the nature, scope, and levels of psychological measurement and the foundational theories of psychometrics.
- Gain familiarity with various psychological scaling methods and their practical applications.
- Explore different types of psychological tests, their construction, scoring, and theoretical underpinnings.
- Learn and apply concepts related to measurement error, reliability, and validity of psychological assessments.
- Critically evaluate the psychometric properties of tests including their limitations and strengths in behavioral measurement.

**Unit-I**

Psychological measurement: Nature, General theory, and Levels of measurement.  
Modern Psychophysical Theory: Law of comparative judgment, Steven's power law, and Signal detection theory.

**Unit-II**

Psychological scaling: Nature, Methods – Pair comparisons, Rank order, Equal appearing interval, Fractionation. Multidimensional scaling: Methods and Applications.

**Unit-III**

Psychological Tests: Nature, Characteristics, Types of test scores, Theory of test scores, Speed and power problems. Theory of measurement error: Domain sampling model, Model of parallel tests.

**Unit-IV**

Reliability: Meaning, Classical test theory, Methods of estimate, Reliability of speed tests, Sources of unreliability.

Validity: Meaning, Current views, Validation procedures, Factors affecting validity.

**References:**

- Anastasi, A. (1988). Psychological Testing (6th Ed.). New York: McMillan.
- Guilford, J.P. (1954) Psychometric Methods (2nd Ed.) New York: McGraw-Hill.
- Gulliksen, H. (1950). The Theory of Mental Tests. NY: John Wiley.
- Miller, L.A., McIntire, S.A., & Lovler, R.L. (2011). Foundations of Psychological Testing. Los Angeles: Sage.
- Nunnally, J. (1978). Psychometrics Theory (2nd Ed.). New York: McGraw-Hill.
- Singh, A.K. (1986). Tests, Measurements and Research Methods in Behavioral Sciences. New Delhi: Tata McGraw-Hill.

**Course Outcomes:**

- CO1 Define and explain the basic concepts and levels of psychological measurement and psychophysical theories. (LOTS)
- CO2 Describe and apply psychological scaling methods such as paired comparisons, rank order, and multidimensional scaling. (LOTS to HOTS)
- CO3 Analyze the structure, types, and scoring systems of psychological tests. (HOTS)
- CO4 Evaluate test reliability and validity using classical test theory and modern psychometric methods. (HOTS)
- CO5 Critically assess the strengths and limitations of measurement tools in psychological research and practice. (HOTS)

  
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**MA Psychology (SEMESTER-III)**  
**Psychological Issues in Changing World- I**  
**Discipline Specific Course (DSC)**

**Course Code: P25PSY302T**  
**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:**

- To explore the psychological impact of technology and social media on mental health.
- To understand the causes, symptoms, and intervention strategies for internet addiction.
- To examine changing family dynamics, social roles, and their effects on individual well-being.

**Unit-I**

Technology and mental health:

Psychological effects of social media: Body image & Self Perception, Social Comparison on social media and its impact on mental health

Internet addiction: Causes, symptoms, and intervention strategies. Digital Detox: meaning and strategies

**Unit-II**

Psychological implications of evolving family structures, social isolation, and work-life imbalance.

Cultural shifts and changing gender roles. Role of support systems, resilience and coping mechanisms

**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>
- Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York: Basic Books.
- Twenge, J. M. (2017). *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy – and Completely Unprepared for Adulthood*. New York: Atria Books.
- Goleman, D. (2006). *Social Intelligence: The New Science of Human Relationships*. New York: Bantam Books.

**Course Outcomes:**

- CO1 Students will be able to analyze the psychological effects of technology and social media. (HOTS)
- CO2 Students will identify symptoms of internet addiction and suggest appropriate interventions. (LOIS)
- CO3 Students will evaluate the impact of changing social structures on mental health and coping mechanisms. (HOTS)



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**MA Psychology (SEMESTER-III)**  
**Psychology Lab-III (Practicum)**  
**Discipline Elective Course**

**Course Code: P25PSY317P**  
**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:**

- Introduce students to the fundamental concepts, nature, and levels of psychological measurement.
- Familiarize students with psychophysical laws and scaling techniques used in the development and evaluation of psychological tools.
- Develop an understanding of the structure and scoring of psychological tests and models of measurement error.
- Equip students with knowledge and skills to estimate and interpret the reliability and validity of psychological instruments.
- Enable critical evaluation of the strengths and limitations of various psychometric methods and tools in psychological assessment.

**List of Practicals**

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. Word Association Test
11. Guidance Need Inventory
12. Role conflict
13. Attitude
14. Vocational Interest
15. Work-place motivation

**Course Outcomes:**

- CO1 Explain the nature, scope, and levels of psychological measurement, and foundational psychophysical theories (e.g., Stevens' Power Law, Signal Detection Theory). (LOTS)
- CO2 Demonstrate knowledge of psychological scaling methods (e.g., paired comparisons, rank order, equal appearing intervals) and their practical applications. (LOTS/HOTS)
- CO3 Analyze the components, types, and scoring methods of psychological tests, including speed and power tests. (HOTS)
- CO4 Evaluate the reliability and validity of psychological tests using classical test theory and modern psychometric approaches. (HOTS)
- CO5 Critically assess psychometric instruments in terms of accuracy, utility, and methodological soundness. (HOTS)

  
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**MA Psychology (SEMESTER-III)**  
**Clinical Psychology -I**  
**Discipline Elective Course**

**Course Code: P25PSY311T**

**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:**

- Introduce the nature, purpose, and scope of psychological measurement.
- Familiarize students with basic psychophysical theories and levels of measurement.
- Provide an understanding of psychological scaling techniques and their applications.
- Develop the ability to assess and interpret the reliability and validity of psychological tests.
- Equip students with knowledge of test construction, measurement errors, and psychometric evaluation.

**Unit-I**

Clinical Psychology: Nature and Evolution, Professional Issues: Roles, Ethics, and Training. Current Debates.

**Unit-II**

Clinical Assessment: Case History, Clinical Interview, Psychological Tests – MMPI, Rorschach Inkblot Test, and Wechsler Adult Intelligence Scale. Neuropsychological Assessment.

**Unit-III**

Clinical Intervention: Nature and Goals of Psychotherapy. Psychoanalysis, Hypnosis, Behavior therapy, and Gestalt Therapy.

**Unit-IV**

Clinical Intervention: Cognitive-Behavior Therapy (Beck), Rationale Emotive Behavior Therapy, Client-centered Therapy, Family Therapy, and Group Therapy.

**References:**

- Hales, R.E., Yudofsky, S.C. & Talbott, J.A. (1999). Textbook of Psychiatry Vol. I & II. Washington: American Psychiatric Press.
- Kendall. (1980). Modern Clinical Psychology. NY: Willey.
- Kolb, L.C. & Brodie, H.K.H. (1982). Modern Clinical Psychiatry. (10th Ed.). London: Saunders.
- Korshin, S.J. (1975). Modern Clinical Psychology. NY: Basic Books.
- Pomerantz, A.M. (2008). Clinical Psychology: Science, Practice, and Culture. Los Angeles: Sage.
- Richard, D.C.S. & Huprich, S.K. (2009). Clinical Psychology: Assessment, Treatment, and Research. NY: Academic Press.
- Wolberg, L.R. (1988). The Techniques of Psychotherapy (Vol. 1 & 2). London: Jason Aronson Inc.
- Wolman, B.B. (1965). Handbook of clinical Psychology, New York: Mc Graw Hill.

**Course Outcomes:**

- CO1 Describe key concepts of psychological measurement and explain foundational psychometric theories. (LOTS)
- CO2 Apply various psychological scaling methods (e.g., rank order, pair comparisons) to hypothetical and real-world data. (HOTS)
- CO3 Differentiate between types of test scores and explain sources of measurement error. (HOTS)
- CO4 Evaluate the reliability and validity of psychological tests using classical test theory. (HOTS)
- CO5 Interpret and assess the strengths and limitations of psychometric tools used in psychological testing. (IOTS)

  
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**MA Psychology (SEMESTER-III)**  
**Industrial/Organizational Psychology-I**  
**Discipline Elective Course**

**Course Code: P25PSY312T**

**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:**

- Introduce the nature, scope, and fields of Industrial and Organisational (I-O) Psychology along with contemporary workplace challenges.
- Understand the structure and dynamics of workplace systems and individual differences in organizational settings.
- Explain and apply the principles of I-O Psychology to personnel selection, training, and performance evaluation.
- Familiarize students with workplace attitudes such as job satisfaction, organizational commitment, and motivation.
- Examine human factors, job design, safety, burnout, and methods for enhancing employee performance and well-being.

**Unit-I**

Introduction: Nature, historical background, fields, and contemporary challenges. Behavior in organizations: Consistency vs. individual differences; classical, contingency, and X-Y theory.

**Unit-II**

Job analysis: Objectives, methods; Job evaluation: Importance, methods. Personnel selection: Setting personnel specifications and criteria, methods of assessment.  
Personnel training: Principles, types, methods, evaluation of training effectiveness.

**Unit-III**

Job and work environment: Human factors in job design, job enrichment; work environment, Hawthorne studies. Accidents and safety.  
Human performance: Time and motion studies, principles of performance, performance evaluation and appraisal.

**Unit-IV**

Work related attitudes: Job satisfaction- antecedents and consequences; organisational commitment- types, antecedents and consequences; burnout, turnover and absenteeism. Work motivation: Basic concepts, motivational practices and incentives, Theories- Two-factor, ERG, Equity.

**References:**

- Blum, M. L. & Naylor, J. C. (1984). Industrial Psychology: Its theoretical and social foundations. New Delhi: CBS Publishers.
- Colquitt, J.A., LePine, J.A., & Wesson, M.J. (2011). Organizational Behavior. New Delhi: Tata McGraw Hill.
- Gosh, P.K. & Gorpande, M.B. (1986). Industrial Psychology. New Delhi: Himalaya Publication.
- Luthans, F. (2006). Organizational Behavior (11th Ed.). N.Y.: McGraw Hill.
- McMormik, E.J. & Ilgen (1980). Industrial and organizational Psychology (8th Ed.). N.J.: Prentice Hall.
- Miner, J.B. (1991). Industrial-Organizational Psychology. N.Y.: McGraw Hill.
- Mohanty, G. (1990). Industrial and Organizational Psychology. New Delhi: Oxford and IBH.

**Course Outcomes:**

- CO1 Describe the historical development, fields, and key theories (e.g., Theory X and Y, contingency models) of I-O Psychology. (LOTS)
- CO2 Explain the methods of job analysis, job evaluation, personnel selection, and training within organizational contexts. (LOTS/HOTS)
- CO3 Apply human factors principles to job design and analyze workplace environments for safety and productivity. (HOTS)
- CO4 Evaluate employee performance through appropriate techniques such as performance appraisal and time-motion studies. (HOTS)
- CO5 Assess the antecedents and outcomes of work-related attitudes and motivation using classical and contemporary theories (e.g., Herzberg's Two-Factor, ERG, Equity theory). (HOTS)

  
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**MA Psychology (SEMESTER-III)**  
**Principles and Applications of Guidance**  
**Discipline Elective Course**

**Course Code: P25PSY313T**

**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:**

- Provide foundational understanding of the meaning, need, principles, and services of guidance in educational and occupational settings.
- Develop knowledge of psychological testing and assessment techniques used in guidance and counseling.
- Explore the methods, process, and importance of group and vocational guidance, including major theories of vocational choice.
- Introduce learners to the scope and applications of educational and personal guidance.
- Understand the roles, functions, and professional competencies required of guidance personnel.

**Unit-I**

Guidance: Meaning, Need, Areas, Fundamental Objectives and Principles.

Guidance Services: Individual Analysis, Occupational and Educational Information, Placement and Follow Up. Organizing a Guidance Programme.

**Unit-II**

Assessment in Guidance: Nature, Need, Psychological testing of Intelligence, Personality, Aptitude, Interest and achievement.

School Testing Programme, Case History, and Guidance Folder.

**Unit-III**

Group Guidance: Meaning, Objectives, Process, and Techniques of Group Guidance.

Vocational Guidance: Meaning; Need, Process, Theories of Vocational Choice: Ginzberg, Holland, Super, Havighurst and Roe.

**Unit-IV**

Educational Guidance: Meaning, Need, Objectives, and Functions. Guidance for Gifted and Slow Learners.

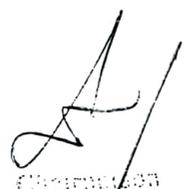
Personal Guidance: Meaning, Objectives and Process. Guidance Personnel: Roles, Functions, Skills, and Training.

**References:**

- Anastasi, A. & Urbina, S. (1997). Psychological Testing. New York: McMillan.
- Bernard, H.W. & Fullmer, D.W. (1977). Principles of Guidance. New York: Crowell.
- Crow, L.D. & Crow, A.V.B. (1961). Introduction to Guidance: Basic Principles and Practices. New Delhi: Eurasia.
- Gupta, S.K. (1985). Guidance and Counselling. Delhi: Mittal.
- Miller, L.A., McIntire, S.A., & Lovler, R.L. (2011). Foundations of Psychological Testing. Los Angeles: Sage.
- Pietrofesa, J.J. (1980). Guidance: Introduction. Chicago: Rand McNally.

**Course Outcomes:**

- CO1 Explain the concept, objectives, and scope of guidance, and identify various types of guidance services in schools and organizations. (LOTS)
- CO2 Demonstrate knowledge of psychological tools used in guidance, including tests for intelligence, aptitude, personality, interest, and achievement. (LOTS/ HOTS)
- CO3 Describe and apply the process and techniques of group guidance and vocational guidance, and compare major vocational choice theories. (HOTS)
- CO4 Differentiate between educational and personal guidance, and evaluate appropriate strategies for gifted and slow learners. (HOTS)
- CO5 Assess the roles and skills of guidance personnel and the steps to develop and organize effective guidance programs. (HOTS)

  
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**MA Psychology (SEMESTER-III)**  
**Life Span and Human development- I**  
**Discipline Elective Course**

**Course Code: P25PSY314T**

**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:**

- Introduce students to the foundational concepts, domains, and stages of human development across the lifespan.
- Examine genetic and environmental influences, including cultural factors, that shape development.
- Familiarize students with key theoretical frameworks and research methods in developmental psychology.
- Understand the processes involved in prenatal and postnatal development.
- Explore physical, motor, and perceptual development in early life stages.

**Unit-I**

**Human Development: Nature, Domains, Periods and Basic Issues of Development.**

**Genetic and Environmental Foundations of Development: The Nature-Nurture Debate and Cultural Influences.**

**Unit-II**

**Theories of Development: Psychoanalytic, Behaviouristic, Social Learning, and Ecological. Methods of Study: Systematic Observation, Interview, and Case Study.**

**Longitudinal, Cross-Sectional, and, Cross-sequential Designs.**

**Unit-III**

**Prenatal Development: How life begins, Major Periods in Prenatal Development, Prenatal Environmental Influences, and Maternal Factors.**

**Postnatal development: Birth Process, Adjustment to Postnatal Life, Complications, and Postpartum Period.**

**Unit-IV**

**Physical Development: Course of Physical Growth, Development of Brain, Factors Affecting Physical Growth.**

**Motor development: Sequence of Motor Development, Gross and Fine Motor Skills. Perceptual Development in Infancy: Touch, Taste, Smell, Hearing and Vision.**

**References:**

- Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
- Crain, W. (1980). Theories of Development. New Jersey: Prentice Hall.
- Hetherington M.E. & Parke, R.D. (1993). Child Psychology: A Contemporary View Point. New York: Mc Graw-Hill.
- Hurlock, E.B. (1997). Child Development. New Delhi: Tata Mc Graw-Hill.
- Santrock, J.W. (2011). Life Span Development. New Delhi: Tata Mc Graw-Hill.
- Shaffer, D.R. (1993). Developmental Psychology: Childhood and Adolescence. NY: Brooks/Cole.
- Srivastava, A. K. (1998). Child Development: An Indian Perspective. New Delhi: NCERT.

**Course Outcomes:**

- CO1 Describe the major domains, periods, and basic issues in human development across the lifespan. (LOTS)
- CO2 Explain genetic and environmental foundations of development, including the role of culture in shaping growth. (LOTS)
- CO3 Compare and contrast major theories of development (e.g., psychoanalytic, social learning, ecological) and demonstrate understanding of basic research designs. (HOTS)
- CO4 Discuss stages and factors influencing prenatal and postnatal development, including maternal and environmental factors. (LOTS/ HOTS)
- CO5 Analyze physical and motor development patterns and evaluate the sensory and perceptual development during infancy. (HOTS)



**MA Psychology (SEMESTER-III)**  
**Health Psychology-I**  
**Discipline Elective Course**

**Course Code: P25PSY315T**  
**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:**

- Provide foundational understanding of health psychology, including its scope and key theoretical models of health behavior.
- Identify and analyze behavioral risk factors such as substance use, unhealthy diet, sedentary lifestyle, and personality variables related to health.
- Explore the psychological, behavioral, and social factors influencing the onset, progression, and treatment of major physical illnesses.
- Develop understanding of pain and aging-related health concerns, including psychological approaches to management and care.
- Promote awareness of preventive and supportive psychological strategies for chronic conditions including HIV/AIDS, cancer, diabetes, and cardiovascular diseases.

**Unit-I**

Health Psychology- Definition, Nature & scope. Attitude towards Health, Health belief model, theory of planned behaviour, transtheoretical model.

**Unit-II**

Behavioural Health Risks:

Alcohol & Drug abuse, Smoking, Unhealthy Diet, Sedentary lifestyle

Impact of Personality traits and gender on health outcomes

**Unit-III**

Psychological influences on chronic illnesses (cardiovascular disease, fatty liver, chronic kidney problems, Mental health and quality of life in cancer patients,

Preventive strategies and psychological aspect of HIV-AIDS. Psychological aspects in diabetes.

Management of mental health of chronically ill patients and their caregivers

**Unit-IV**

Pain-causes, and consequences chronic pain, social and psychological factors in managing pain. Geriatric health: challenges and management ; preventive care and interventions of ageing population.

**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.). (1995). Stress research: Issues for the future. 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:**

- CO1 Explain the nature, scope, and models of health behavior in health psychology. (LOTS)
- CO2 Identify and evaluate the role of behavioral risk factors (e.g., substance use, diet, personality traits) in health outcomes. (HOTS)
- CO3 Analyze psychological and behavioral influences on diseases such as coronary heart disease, cancer, and diabetes. (HOTS)
- CO4 Describe and apply psychological approaches to pain management and understand the role of social and cultural factors in health. (/ LOTS/HOTS)
- CO5 Discuss age-related health challenges and propose interventions to enhance geriatric health and quality of life. (HOTS)

**MA Psychology (SEMESTER-III)**

**Positive Psychology-I**

**Discipline Elective Course**

**Course Code: P25PSY316T**

**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:**

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

**Unit-I**

Positive psychology: Nature and scope, Eastern and western perspectives, Benefits of studying positive psychology.

**Unit-II**

Classification and assessment of character strengths, Role of meaningfulness and satisfaction in life, deconstruction of illness ideology.

**Unit-III**

Positive psychology of mental health: Compassion, Forgiveness, optimism and mindfulness, coping, flow, emotional intelligence.

**Unit-IV**

Cultivating inner strengths: Empathy, gratitude, and hope. Life skills and habits for sustainable happiness and growth.

**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:**

- CO1 Recall and explain the fundamental concepts, scope, and benefits of positive psychology from both Eastern and Western perspectives. (LOTS)
- CO2 Identify and classify various human strengths and positive psychological outcomes, and analyze the role of meaningfulness in life beyond illness models. (LOTS)
- CO3 Evaluate applications of positive psychology in mental health, forgiveness, and educational settings, integrating theory with practice. (HOTS)
- CO4 Apply concepts of creativity, gratitude, and hope to foster well-being and synthesize these elements to promote personal and societal flourishing. (LOTS)

  
Deptt. of Applied Psychology  
GURU, HISAR

**Applied Psychology**  
**Psychology for Health and Well-Being**  
**Open Elective**

**Course Code: P25OEC306T**

**Credits: 02**

**Time of Exam: 02 Hrs.**

**Marks: 50**

**Internal: 15**

**External: 35**

**Note:** The maximum time duration for attempting the paper will be of 2 hours. 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 those four more questions will be set, two questions from each unit. The students shall be required to attempt three questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

**Course Objectives:**

- Apply key psychological models to health behaviors.
- Identify various types of stressors and evaluate psychological coping mechanisms and resilience factors.
- Exploring cognitive processes involved in maintaining or breaking habits
- Examine health-enhancing and health-compromising behaviors through a psychological lens.

**Unit-I**

Stress and Coping: Definition, Types of stressors (acute, chronic, traumatic), Coping mechanisms and resilience. Academic Stress, Digital Fatigue

Psychology of Habit Formation and Habit Breaking: Transtheoretical Model, Health Belief Model, Self Determination Theory

**Unit – II**

Health-Enhancing Behaviors: Nutrition, physical activity, Sleep hygiene.

Health Compromising Behaviors: Substance use, risky sexual behavior, sedentary lifestyle.

**References:**

- Brannon, L., Feist, J., & Updegraff, J. A. (2018). Health psychology: An introduction to behavior and health (9th ed.). Cengage Learning.
- Kabat-Zinn, J. (2013). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness (Rev. ed.). Bantam Books.
- Sarafino, E. P., & Smith, T. W. (2020). Health psychology: Biopsychosocial interactions (9th ed.). Wiley.
- Schneiderman, N., Ironson, G., & Siegel, S. D. (2005). Stress and health: Psychological, behavioral, and biological determinants. *Annual Review of Clinical Psychology*, 1, 607–628.  
<https://doi.org/10.1146/annurev.clinpsy.1.102803.144141>
- Taylor, S. E. (2018). Health psychology (10th ed.). McGraw-Hill Education.

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

- CO1 Define health psychology and describe its goals and interdisciplinary nature.
- CO2 Differentiate between the biomedical and biopsychosocial models of health and illness.
- CO3 Apply the Health Belief Model and Trans-theoretical Model to understand and modify health behaviors.
- CO4 Categorize stressors and explain individual differences in coping strategies and resilience.
- CO5 Evaluate the psychological aspects of behaviors such as diet, exercise, sleep, and substance use.
- CO6 Demonstrate knowledge of stress-reduction techniques such as progressive muscle relaxation, mindfulness, and other evidence-based methods.

  
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GURUKRISHNA

MA Psychology (SEMESTER-IV)

Psychometrics II

Discipline Specific Course

Course Code: P25PSY401T

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:

- Provide advanced understanding of psychological test construction, including power and speed tests, and homogeneous personality measures.
- Enable students to develop tests for specific purposes such as mastery learning, tailored testing, and attitude measurement.
- Familiarize students with key concepts and applications of Item Response Theory (IRT) and psychometric issues including response biases, test fairness, and ethics.
- Introduce students to Factor Analysis, including extraction, rotation techniques, assumptions, and interpretive strategies in test development.

Unit-I

Test construction: Test plan and composing test items; Construction of power and speed tests; Construction of Homogeneous Personality Tests; Problems of scoring weights and scoring formulas.

Unit-II

Construction of tests for special purposes: Tests for mastery learning, Tailored tests; Construction of attitude scales; Development of norms.

Unit-III

Item response theory: Deterministic and Probability models.

Issues in Psychological Testing: Response biases and response sets, Test bias and use for minorities, Validity in clinical setting, Ethical issues.

Unit-IV

Factor analysis: General concepts, assumptions, Methods – Centroid and Principal Components, Rotation of factors: Criteria, Orthogonal and Oblique Approaches; Applications and major pitfalls of factor analysis.

References:

- Anastasi, A. (1988). Psychological testing (6thEd.). New York: McMillan.
- Fruchter, B. (1954) Introduction to Factor Analysis. New York: Van Nostrand.
- Guilford, J.P. (1954) Psychometric Methods (2nd Ed.) New York: McGraw-Hill.
- Harman, H.H. (1976). Modern Factor Analysis. Chicago: University of Chicago Press.
- Miller, L.A., McIntire, S.A., & Lovler, R.L. (2011). Foundations of Psychological Testing. Los Angeles: Sage.
- Nunnally, J. (1978) Psychometrics Theory (2nd Ed.). New York: McGraw-Hill.
- Singh, A.K. (1986). Tests, measurements and research methods in behavioral sciences. New Delhi: Tata McGraw-Hill.
- Torgerson, W.S. (1967) Theory and Methods of Scaling (2nd Ed.). New York: John Wiley & Sons

Course Outcomes:

- CO1 Design and construct psychological tests for different measurement objectives, including power, speed, and personality-based tools. (HOTS)
- CO2 Develop attitude scales and test norms, and apply tailored testing for specific populations or learning contexts. (HOTS)
- CO3 Explain and compare deterministic and probabilistic models in Item Response Theory. (LOTS/HOTS)
- CO4 Evaluate common issues in psychological testing, including response biases, test fairness, and ethical use of tests. (HOTS)
- CO5 Apply and interpret the methods of Factor Analysis (Centroid, Principal Components, Rotations), and analyze their assumptions and limitations. (HOTS)



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MA Psychology (SEMESTER-IV)  
Psychological Issues in Changing World- II  
Discipline Specific Course

Course Code: P25PSY402T

Marks: 50

Credits: 02

Internal: 15

Time of Exam: 3 Hrs.

External: 35

Note: The maximum time duration for attempting the paper will be of 2 hours. 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 those four more questions will be set, two questions from each unit. The students shall be required to attempt three questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

**Course Objectives:**

1. Understand contemporary psychological challenges.
2. Assess psychological impact of social change in society.
3. Design evidence-based strategies and interventions for promoting well-being of society.

**Unit-I**

Psychological impact of digital communication on intimacy and trust; Changing pattern of relationships: social media, Online dating and Virtual Marriages; Coping with challenges of meaningful social connections in digital age

**Unit-II**

Psychological Adaptation in Space Missions, Aviation Stress and Traffic Behaviour.  
Interdisciplinary integrations: Applications of Psychology in Neuroscience, Medicine and Artificial Intelligence.

Emerging Trends: Sustainable Happiness, Human flourishing and well-being in modern society

**References:**

- Davidson, R. J. (2020). *The psychology of digital media: The impact of digital communication on intimacy, relationships, and trust*. Wiley-Blackwell.
- Diener, E., Lucas, R. E., & Scollon, C. N. (2009). *Well-being: The foundations of hedonic psychology*. Routledge.
- Johnson, R. A. (2021). *Space psychology and psychiatry: Challenges of human behavior in space exploration*. Springer.
- Paul, D. M. (2019). *Neuroscience for psychologists: The interplay of brain and behavior*. Oxford University Press.
- Turner, B. S. (2019). *The social media psychology handbook: Impacts on emotional well-being and relationships in the digital era*. Routledge.

**Course Outcomes:**

- CO1 Evaluate the psychological impact of digital communication on intimacy, trust, and the nature of relationships in the digital age (HOTS)
- CO2 Examine the challenges and coping mechanisms for maintaining meaningful social connections in the digital era. (HOTS)
- CO3 Investigate the psychological interconnections with different fields (HOTS)
- CO4 Understand and assess positive trends in present day society (LOTS/HOTS)

  
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**MA Psychology (SEMESTER-IV)**  
**Psychology Lab-IV**  
**Practicum**

**Course Code: P25PSY417P**  
**Credits: 04**  
**Time of Exam: 3 Hrs.**

**Marks: 100**  
**Internal: 30**  
**External: 70**

**Note:** Any 10 practicals out of the following are to be conducted and reported during the semester. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book, Performance during practical examination and Viva-voce.

**Course Objectives:**

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

**List of Practical**

1. TAT.
2. Values
3. Rorschach
4. Parent Child Relationship
5. Well-Being
6. Social Media Use
7. Family Pathology
8. Work Motivation
9. Social Maturity
10. C A T
11. Coping Styles
12. Emotional Intelligence
13. Body Image
14. Marriage Attitude
15. Resilience

**Course Outcomes:**

- CO1 Administer, score, and interpret a wide range of psychological tests and projective techniques with accuracy and standardization. (LOTS)
- CO2 Demonstrate adherence to ethical principles and professional standards in psychological testing and report writing. (LOTS)
- CO3 Analyze psychological data to formulate evidence-based inferences about emotional, cognitive, and behavioral patterns. (HOTS)
- CO4 Evaluate individual differences using psychological assessments in areas such as motivation, emotional intelligence, and social maturity. (HOTS)



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MA Psychology (SEMESTER-IV)

Clinical Psychology -II

Discipline Elective Course

Course Code: P25PSY411T

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:**

- Introduce theoretical approaches to understanding psychopathology and familiarize students with diagnostic classification systems (DSM-5 & ICD-11).
- Develop a comprehensive understanding of neurodevelopmental disorders, including their symptomatology and etiological factors.
- Explore the clinical features and underlying causes of schizophrenia spectrum, bipolar, and depressive disorders.
- Provide in-depth knowledge of anxiety disorders and obsessive-compulsive spectrum disorders in clinical populations.

**Unit-I**

Psychopathology: Nature and Theoretical Approaches—Biological, Psychodynamic, Behavioral, Cognitive, and Humanistic-Existential. Classification of Abnormal Behavior: Purpose. Classification Systems – DSM 5 and ICD 11.

**Unit-II**

Clinical Patterns, Symptoms, and Causes of Neuro-developmental Disorders: Intellectual Disabilities, Communication Disorders, Autism Spectrum Disorder, and Attention Deficit / Hyperactivity Disorder.

**Unit-III**

Clinical Patterns, Symptoms, and Causes of Schizophrenia Spectrum and other related disorders: Schizotypal Personality Disorder, Delusional Disorders, and Schizophrenia.

Bipolar Disorders: Bipolar I and II. Depressive Disorders: Disruptive Mood Dysregulation Disorder, and Major Depressive Disorder.

**Unit-IV**

Clinical Patterns, Symptoms, and Causes of Anxiety Disorders: Separation Anxiety Disorder, Specific Phobia, Social Anxiety Disorder, Panic Disorder, and Generalized Anxiety Disorder. Obsessive-Compulsive Disorder, and Body Dysmorphic Disorder.

**References:**

- Adams, H.E. & Sutker, P.B. (2001). Comprehensive Handbook Of Psychopathology. NY: Kluwer Academic.
- APA's (1996). Diagnostic and Statistical Manual-IV-TR. New Delhi: Jaypee Brothers.
- Carson, R.C., Butcher, T.N., & Susan, M. (2001). Abnormal Psychology and Modern Life (11th Ed.). New York: Harper Collins.
- ICD-10. Casebook: The many faces of mental disorders. New Delhi: Jaypee.
- Hales, R.E., Yudofsky, S.C. & Talbott, J.A. (1999). Textbook of Psychiatry Vol. I & II. Washington: American Psychiatric Press.
- Irwin, B.W. (1976). Clinical Methods in Psychology. NY: Wiley Interscience.
- Kaplan, H.I. & Sedock, B.J. (1983) Modern Synopsis of Psychiatry. Baltimore: Williams and Wilkins.
- Kolb, L.C. & Brodie, H.K.H. (1982). Modern Clinical Psychiatry. (10th Ed.). London: Saunders.

**Course Outcomes:**

- CO1 Compare and contrast various theoretical models of psychopathology and understand the rationale behind classification systems like DSM-5 and ICD-11. (LOTS/HOTS)
- CO2 Identify and describe the clinical patterns, symptoms, and etiology of neurodevelopmental disorders. (LOTS)
- CO3 Differentiate between schizophrenia spectrum, bipolar, and depressive disorders based on their symptomatology and causes. (HOTS)
- CO4 Explain and evaluate the nature and characteristics of anxiety and obsessive-compulsive related disorders. (LOTS/HOTS)
- CO5 Apply diagnostic understanding to assess mental health disorders in accordance with standard classification systems. (HOTS)



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**MA Psychology (SEMESTER-IV)**  
**Industrial/Organisational Psychology-II**  
**Discipline Elective Course**

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:**

- Understand the structure and design of organizations, including the dynamics of organizational culture.
- Explore the processes of communication and decision-making within organizational settings.
- Examine the dynamics of group behavior and leadership within organizations.
- Develop insight into managing organizational conflict, change, and development strategies.

**Unit-I**

Organisational Structure: Basic Concepts, Types, Classical and Modern Theory. Modern Organisational Designs. Organisational Culture: Nature, Types, Creating, Maintaining, and Changing a Culture

**Unit-II**

Communication: Basic Communication Process, Formal and Informal, Fayol's, Barnard's, and Modern Perspective, Methods to Improve Communication.  
Decision Making: Process, Techniques, Models – Economic Rationality, Social, Bounded Rationality

**Unit-III**

Group Dynamics and Teams: Types of Groups, Dynamics of Informal and Formal Groups. Teams: Characteristics, Types, Team Building, Team Effectiveness.  
Leadership: Nature, Styles, Role and Activities, Theories: Trait, Exchange, Contingency, and Path-Goal.

**Unit-IV**

Organizational Conflict: Nature, causes, conflict resolution and management.  
Organizational change and development: Nature of change process, resistance, strategic planning, approaches to managing change.

**References:**

- Colquitt, J.A., LePine, J.A., & Wesson, M.J. (2011). Organizational Behavior. New Delhi: Tata McGraw-Hill.
- Luthans, F. (2006). Organizational Behavior (11th Ed.). NY: McGraw-Hill.
- McMormik, E.J. & Ilgen (1980). Industrial and Organizational Psychology (8th Ed.). NJ: Prentice Hall.
- McShane, S.L., Glinow, M.A.V., & Sharma, R.R. (2011). Organizational Behavior. New Delhi: Tata McGraw-Hill.
- Miner, J.B. (1991). Industrial-Organizational Psychology. NY: McGraw-Hill.
- Robbins, S.P. (1993). Organizational Behavior: Concepts controversies, and applications (6th Ed.). New Delhi: Prentice-Hall of India.

**Course Outcomes:**

- CO1 Explain the fundamental concepts and models of organizational structure and culture. (LOTS)
- CO2 Illustrate effective organizational communication processes and decision-making models. (LOTS/HOTS)
- CO3 Analyze group dynamics and evaluate the effectiveness of teams and leadership approaches in organizational settings. (HOTS)
- CO4 Identify and apply strategies to resolve conflict and manage organizational change and development. (HOTS)
- CO5 Demonstrate knowledge of classical and contemporary organizational theories in practical workplace contexts. (LOTS to HOTS)

  
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**MA Psychology (SEMESTER-IV)**  
**Life Span and Human Development- II**  
**Discipline Elective Course**

**Course Code: P25PSY414T**  
**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:**

- Understand major cognitive, language, and emotional developments across the lifespan.
- Explore the development of self-concept, gender identity, and social cognition.
- Examine psychological and social changes during adolescence and their influencing factors.
- Analyze the process of aging, social role transitions, and psychosocial adjustments in later adulthood.

**Unit-I**

**Cognitive Development:** Nature, Approaches- Piaget, Vygotsky, Information Processing. **Language Development:** Behaviorist, Nativist, and Interactionist Perspective.  
**Emotional Development:** Development of Emotional Expression, Understanding and Responding to Other's Emotions, Development of Attachment.

**Unit-II**

**Development of Self:** Emergence of Self, Development of Self-Concept and Self-Esteem, Constructing an Identity, Understanding Others and Social Problem Solving.  
**Sex role Development:** Gender Stereotypes and Gender Roles, Gender Identity and Gender Schema Theory.

**Unit-III**

**Transition from Childhood to Adolescence:** Signs of Maturation and Puberty, Hormonal Changes and Growth Spurt, Adjustment and Behavioural problems of Adolescents.  
**Impact of Peers, School, and Media on Adolescence.**

**Unit-IV**

**Ageing:** Physical, Cognitive and Social Decline, Dealing with the Physical changes. Decline in Social Status and its implications.  
**Family Life Adjustments,** Widowhood, Remarriage, and Cohabitation in old age.  
**Retirement and Leisure:** Role of Family, Religion and Spirituality in Growth and Development during Old Age.

**References:**

- Bee, H. & Boyd, D. (2002). Life Span Development. Boston MA: Allyn & Bacon.
- Berk, L.E. (2003). Development Through the Lifespan. New Delhi: Pearson Education.
- Brodzinsky, D.M. Gormly, A.V. & Anibron, S.R. (1986). Life Span Human Development. New Delhi: CBS Publishers.
- Hurlock, E.B. (1997). Child Development. New Delhi: Tata Mc Graw-Hill.
- Newman, B.M. & Newman, P.R. (1975). Development Through Life: A Psychological Approach. New York: Wadsworth Publishing Company.
- Santrock, J.W. (1999). Lifespan Development. New York, MC Graw-Hill.
- Stewart, A.C., Perlmutter, M. & Friedman, S. (1988). Life Long Human Development. New York: John Willey & Sons.

**Course Outcomes:**

- CO1 Describe key cognitive, emotional, and language developmental processes using major theoretical perspectives. (LOTS)
- CO2 Explain the emergence and development of self-concept, identity, and gender roles. (LOTS)
- CO3 Identify and discuss the physiological and psychological challenges of adolescence, including peer and media influences. (LOTS/HOTS)
- CO4 Evaluate the social, physical, and emotional adjustments in later adulthood such as retirement, widowhood, and aging. (HOTS)
- CO5 Analyze the role of family, spirituality, and cultural practices in supporting successful aging. (HOTS)

  
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**MA Psychology (SEMESTER-IV)**  
**Health Psychology-II**  
**Discipline Elective Course**

**Course Code: P25PSY415T**

**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:**

- Understand the nature, sources, and physiological mechanisms of stress and individual responses to it.
- Explore effective strategies and techniques for stress management, including traditional and modern approaches.
- Promote understanding of health-enhancing behaviors and belief systems, including Eastern perspectives
- Familiarize students with disease prevention strategies across biological, psychological, sociocultural, and spiritual domains.

**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**

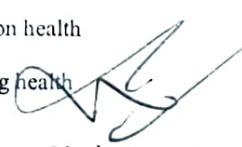
Disease Prevention – Biological, sociocultural, Psychological, and spiritually oriented intervention.

**References:**

- Abraham, C., Conner, M., Jones, E., & 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. R. (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:**

- CO1 Explain the nature and physiological basis of stress and identify its major sources. (LOTS)
- CO2 Evaluate various models of stress and individual response mechanisms. (HOTS)
- CO3 Apply stress management techniques such as yogic meditation, assertiveness training, and biofeedback in hypothetical or real-life scenarios. (HOTS)
- CO4 Describe the principles of health promotion and behavior modification, including factors that influence quality of life and the reduction of unhealthy habits. (LOTS)
- CO5 Compare and analyze Western and Eastern health belief systems and their influence on health behaviors. (HOTS)
- CO6 Integrate biological, psychological, sociocultural, and spiritual approaches in planning health interventions and disease prevention strategies. (HOTS)

  
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**Deptt. of Applied Psychology**  
**GUJCET, HUNAR**

**MA Psychology (SEMESTER-IV)**  
**Positive Psychology-II**  
**Discipline Elective Course**

**Course Code: P25PSY416T**  
**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:**

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

**Unit-I**

Positive psychology and emotions: Broaden and Build Theory, Positive emotions, Resilience, Meaning and Purpose in Life,

**Unit-II**

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

**Unit-III**

Positive psychology Interventions: Kindness, Savoring, Meditation, Developing Strengths, spirituality, and humor/ mindfulness.

**Unit-IV**

Applications of Positive Psychology: Positive Relationship Building, School well-being programs, Positive Psychosocial Capital, Positive Organizational behaviour.

**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:**

- CO1 Analyze the impact of positive emotions, emotional intelligence, and flow on psychological well-being (HOTS).
- CO2 Apply principles of self-determination, wisdom, and value orientation to foster personal growth and life satisfaction. (LOTS)
- CO3 Integrate positive psychology practices such as mindfulness, spirituality, and strength development into daily life. (HOTS)
- CO4 Evaluate the application of positive psychology across various life domains, including family, education, work, and community. (HOTS)

  
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**MA Psychology**  
**Group Dynamics and Team Building**  
**Employability and Entrepreneurship Skills**

**Course Code: P25EEC406T**  
**Credits: 02**  
**Time of Exam: 02 Hrs.**

**Marks: 50**  
**Internal: 15**  
**External: 35**

**Note:** The maximum time duration for attempting the paper will be of 2 hours. 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 those four more questions will be set, two questions from each unit. The students shall be required to attempt three questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

**Course Objectives:**

- To understand the foundational theories and concepts of group dynamics and team building.
- To develop strategies for fostering collaboration, communication, and effective decision-making within teams.
- To apply conflict resolution and leadership techniques in team settings.
- To engage in critical thinking and practical exercises to assess and enhance group functioning in real world scenarios.

**Unit-I**

Introduction to Group Dynamics: Definition and scope of group dynamics; Types of groups and group formation

Group Structure and Roles: Roles within a group; Leadership styles and their impact;  
The role of communication in group cohesion and conflict

**Unit – II**

Team Building and Collaboration: Characteristics of effective teams; The role of trust, communication, and motivation in team performance

Sources and Strategies for conflict resolution and management  
The role of leadership in promoting team success

**References:**

- Forsyth, D. R. (2018). Group dynamics (7th ed.). Cengage Learning.
- Hackman, J. R. (2002). Leading teams: Setting the stage for great performances. Harvard Business Review Press.
- Katzenbach, J. R., & Smith, D. K. (1993). The wisdom of teams: Creating the high-performance organization. HarperBusiness.
- Levine, J. M., & Moreland, R. L. (Eds.). (2012). Group processes. Psychology Press.
- Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small group development revisited. Group & Organization Studies, 2(4), 419-427. <https://doi.org/10.1177/105960117700200404>
- Wheelan, S. A. (2010). Creating effective teams: A guide for members and leaders (3rd ed.). SAGE Publications.

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

- CO1 Analyze the roles, structures, and processes within groups.
- CO2 Apply principles of team building to design and facilitate effective group processes
- CO3 Demonstrate practical skills in managing group conflict and promoting collaboration
- CO4 Integrate psychological knowledge to lead or contribute to high-functioning teams.

  
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**MA Psychology**  
**Values and Ethics in Psychological Practice**  
**SEC**

Course Code: P25SEC406T  
Credits: 02  
Time of Exam: 02 Hrs.

Marks: 50  
Internal: 15  
External: 35

**Note:** The maximum time duration for attempting the paper will be of 2 hours. 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 those four more questions will be set, two questions from each unit. The students shall be required to attempt three questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

**Course Objectives:**

- Understand the core ethical values and principles underlying psychological practice.
- Analyze the impact of personal, professional, and cultural values on ethical decision-making.
- Promote value based and culturally sensitive practices in psychology.
- Apply ethical guidelines in real-world professional situations.

**Unit-I**

Core values in professional code -APA: Autonomy, beneficence, non-maleficence, justice, and fidelity.  
Personal vs. professional values: conflicts and integration  
Confidentiality, informed consent, and competence

**Unit – II**

Ethical practice in research and psychological assessment  
Values in community psychology and social justice  
Technology, digital ethics, and privacy concerns

**References:**

- American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. <https://www.apa.org/ethics/code/>
- Beauchamp, T. L., & Childress, J. F. (2019). Principles of biomedical ethics (8th ed.). Oxford University Press.
- Corey, G., Corey, M. S., & Callanan, P. (2019). Issues and ethics in the helping professions (10th ed.). Cengage Learning.
- Kitchener, K. S., & Anderson, S. K. (2011). Foundations of ethical practice, research, and teaching in psychology and counseling (2nd ed.). Routledge.
- Sue, D. W., & Sue, D. (2016). Counseling the culturally diverse: Theory and practice (7th ed.). Wiley.

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

- CO1 Identify key ethical frameworks (e.g., deontology, utilitarianism, virtue ethics) in psychology.
- CO2 Demonstrate understanding of ethical codes such as those from APA or national bodies.
- CO3 Practice culturally responsive and value-informed psychological assessment.

  
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