

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR.**



Circular / Acad Sec./ UG / NEP & CBCS Curri./ Model/ 2024.

It is hereby inform to all concerned that, on the recommendation of Dean of Faculty of Humanities; **the Hon'ble Vice-Chancellor has accepted the following subject wise curriculum for Model College, Ghansawangi, Dist. Jalna as per norms of university grants commission and National Education Policy-2020** under the faculty of Humanities in his emergency powers under Section 12 [7] of the Maharashtra Public University Act, 2016 on behalf of the Academic Council.

Sr. No.	Course/Curriculum Name	Pattern	Semesters
01.	B.A Second Year Honors in <u>Marathi</u> .	NEP	IIIrd & IVth
02.	B.A Second Year Honors in <u>Hindi</u> .	NEP	IIIrd & IVth
03.	B.A Second Year Honors in <u>English</u> .	NEP	IIIrd & IVth
04.	B.A First Year Minor Changes with Second Year Honors in <u>Economics</u> .	NEP	Ist to IVth
05.	B.A Second Year Honors in <u>Sociology</u> .	NEP	IIIrd & IVth
06.	B.A Second Year Honors in <u>Psychology</u> .	NEP	IIIrd & IVth
07.	B.A Third Year Honors in <u>Marathi</u> .	CBCS	Vth & VIth
08.	B.A Third Year Honors in <u>Hindi</u> .	CBCS	Vth & VIth
09.	B.A Third Year Honors in <u>English</u> .	CBCS	Vth & VIth
10.	B.A Third Year Honors in <u>Economics</u> .	CBCS	Vth & VIth
11.	B.A Third Year Honors in <u>Sociology</u> .	CBCS	Vth & VIth
12.	B.A Third Year Honors in <u>Psychology</u> .	CBCS	Vth & VIth

This is effective from the Academic Year 2024-25 and Onwards as appended herewith.

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus, Chhatrapati
Sambhajinagar-431 004.
Ref. No. SU/B.A.I & III Yr/NEP &
CBCS for Model College/2024/
Date: 23.09.2024.

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**Deputy Registrar
Academic**

7589-98

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Copy forwarded with compliments to:-

- 1] **The Principal, Model College,**
Affiliated to Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajanagar.
- 2] **The Director, University Network & Information Centre, UNIC, with
a request to upload this Circular on University Website.**

Copy to :-

- 1] **The Director, Board of Examinations & Evaluation,**
- 2] **The Sec. Officer, [Concerned Unit] Exam. Branch,**
- 3] The Section Officer, [Eligibility Unit],
- 4] The Programmer [Computer Unit-1] Examinations,
- 5] The Programmer [Computer Unit-2] Examinations,
- 6] The In-charge, [E-Suvidha Kendra],
- 7] The Public Relation Officer,
- 8] The Record Keeper,
Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati
Sambhajanagar.

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DrK*230924/-

Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar (M.S.), India



Structure and Syllabus for B.A. (Psychology)

(Four Years Multidisciplinary Degree Program with Multiple Entry and Exit Option)

FOUR YEAR BACHELOR OF ART'S (B.A.)

Psychology

(For Model College Ghansawangi Dist. Jalna)

**Under the Faculty of
Humanities**

Effective from Academic year 2024 - 2025

(As per NEP-2020)

B.A. Psychology Second Year (Semester III)

Teaching Scheme

Year/ Semester and Level		Section	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs/ week)		
					Theory	Practical	Total	Theory	Practical	
Second Year Semester III	Major	DSE-5	NPSY301T	Introduction to Social Psychology	03	--	03	03	--	
			NPSY301P	Lab based on Introduction to Social Psychology	...	02	02	--	04	
		DSE-6	NPSY302T	Psychological Testing	03	--	03	03	--	
			NPSY302P	Lab based on Psychological Testing	---	02	02	---	04	
		Supportive	Minor-1 Select any one course from Basket 1	NPSY303T1	PSYCHOLOGICAL ASSESSMENT	02	--	02	02	--
				NPSY303T2	Psychology and Mental health	02	--	02	02	--
	NPSY303T3			Positive Psychology	02	--	02	02	--	
		Generic Elective Select any one pool of courses offered as a major	NB304T1	Abnormal Psychology	02	--	02	02		
			NPSY304T2	Counselling Psychology	02	--	02	02		
			NPSY304T3	Psychology of Disability	02	--	02	02		
	Applied	SEC (Choose any one from pool of major)	NPSY303P1	Lab Based on Psychological assessment		02	02		04	

		NPSY303P2	Lab based Psychology and Mental health		02	02	--	04
		NPSY303P3	Positive Psychology		02	02	---	04
	VSC-3	NPSY305T	Basic Research Methodology	02	-----	02	02	--
AES,VEC, IKS/ Language Curriculum	English	NPSY-ENG-303	English	04				
	L1-MIL	NPSY-MIL-303	Marathi/Hindi	04				
VEC/Life Skill Curriculum	JOC-1/FP	NPSY306P	Field Project	02	----	02	02	---
	CC-3	NPSY307T	Cultural Activities /NSS/NCC	02	----	02	02	---

B.A. Psychology Second Year (Semester III)
Evaluation/Examination Scheme

Year/ Semester and Level		Section	Course Code	Course Name	Credit		Evaluation Method		Total Marks	Max mark	Min Mark
					Theory	Practical	CA	UA			
Second Year Semester III	Major	DSE-5	NPSY301T	Introduction to Social Psychology	03		20	30	50	50	20
			NPSY301P	Lab based on Introduction to Social Psychology	02	--	50	50	50	20
		DSE-6	NPSY302T	Psychological Testing	03		20	30	50	50	20
			NPSY302P	Lab based on Psychological Testing	-----	02	---	50	50	50	20
	Supporti ve	Minor-1 Select any one course from Basket 1	NPSY303T1	PSYCHOLOGICAL ASSESSMENT	02	---	20	30	50	50	20
			NPSY303T2	Psychology and Mental health							
			NPSY303T3	Positive Psychology							
		Generic Elective Select any one pool of courses offered as a major	NB304T1	Abnormal Psychology	02	---	20	30	50	50	20
			NPSY304T2	Counselling Psychology							
			NPSY304T3	Psychology of Disability							
	Applied	SEC (Choose any one from pool	NPSY303P1	Lab Based on Psychological assessment	---	02	---	50	50	50	20
			NPSY303P2	Lab based							

		of major)		Psychology and Mental health							
			NPSY303P3	Positive Psychology							
		VSC-3	NPSY305T	Basic Research Methodology	02	--	20	30	50	50	20
AES,VE C, IKS/ Languag e Curricul um	AEC-1	English	NPSY-ENG- 303	English	04	---	40	60	100	100	40
	L1-MIL		NPSY-MIL- 303	Marathi/Hindi	04	---	40	60	100	100	40
VEC/Life Skill Curriculu m	JOC-1		NPSY306P	Field Project	02	---	20	30	50	50	20
	CC-3		NPSY307T	Cultural Activities /NSS/NCC	02	---	20	30	50	50	20
	Total Marks								700	700	280

B.A. Psychology Second Year (Semester IV)
Teaching Scheme

Year/ Semester and Level	Section	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs/ week)		
				Theory	Practical	Total	Theory	Practical	
Second Year Semester IV	Major	DSE-7	NPSY401T	Fundamentals of Social Psychology	03	--	03	03	--
			NPSY401P	Lab based on Fundamentals of Social Psychology	---	02	02	--	04
		DSE-8	NPSY402T	Psychological Assessment	03	--	03	03	--
			NPSY402P	Lab based Psychological Assessment	---	02	02	---	04
	Supportive	Minor-2 Select any one course from Basket 1	NPSY403T1	Fundamentals of Behavior Science	02	--	02	02	--
			NPSY403T2	Personality Development	02	--	02	02	--
			NPSY403T3	Psychological Perspective in education	02	--	02	02	--
		Generic Elective /OE-2 Select any one pool of courses offered as a major	NPSY404T1	Applied Psychology	02	--	02	02	
			NPSY404T2	Leadership and Managerial Skill	02	--	02	02	
			NPSY404T3	Communication Skill	02	--	02	02	
	Applied	SEC-2 (Choose any one from pool)	NPSY403P1	Lab based on Fundamentals of Behavior Science		02	02		04
			NPSY403P2	Lab based Personality Development		02	02	--	04
			NPSY403P3	Lab based on Psychological Perspective in education		02	02	---	04

		of major)							
	VSC-4	NPSY405T	Environmental Psychology	02	-----	02	02	--	
AES,VEC, IKS/ Language Curriculum	AEC-2 English	NPSY-ENG- 401	English	04					
	L2-MIL	NPSY-MIL- 401	Marathi/Hindi	04					
VEC/Life Skill Curriculum	VOC-2	NPSY406T	Research Project	02	----	02	02	---	
	CC-4	NPSY407T	Fine/Applied/Visual/Performing Arts	02	----	02	02	---	

B.A. Psychology Second Year (Semester IV)
Evaluation/Examination Scheme

Year/ Semester and Level		Section	Course Code	Course Name	Credit		Evaluation Method		Total Marks	Max mark	Min Mark	
					Theory	Practical	CA	UA				
Second Year Semester IV	Major	DSE-7	NPSY401T	Fundamentals of Social Psychology	03		20	30	50	50	20	
			NPSY401P	Lab based on Fundamentals of Social Psychology	02	--	50	50	50	50	20
		DSE-8	NPSY402T	Psychological Assessment	03		20	30	50	50	50	20
			NPSY402P	Lab based Psychological Assessment	-----	02	---	50	50	50	50	20
		Supportive	Minor-2 Select any one course from Basket 1	NPSY403T1	Fundamentals of Behavior Science	02	---	20	30	50	50	20
				NPSY403T2	Personality Development							
				NPSY403T3	Psychological Perspective in education							
			Generic Elective /OE-2 Select any one pool of courses offered as a major	NPSY404T1	Applied Psychology	02	---	20	30	50	50	20
	NPSY404T2			Leadership and Managerial Skill								
	NPSY404T3			Communication Skill								

	Applied	SEC-2 (Choose any one from pool of major)	NPSY403P1	Lab based on Fundamentals of Behavior Science	---	02	---	50	50	50	20
			NPSY403P2	Lab based Personality Development							
			NPSY403P3	Lab based on Psychological Perspective in education							
		VSC	NPSY405T	Environmental Psychology	02	--	20	30	50	50	20
	AES,VE C, IKS/ Language Curriculum	AEC-2 English	NPSY-ENG-401	English	04	---	40	60	100	100	40
		L2-MIL	NPSY-MIL-401	Marathi/Hindi	04	---	40	60	100	100	40
VEC/Life Skill Curriculum	VOC-1	NPSY406T	Research Project	02	---	20	30	50	50	20	
	CC-2	NPSY207T	Fine/Applied/Visual/Performing Arts	02	---	20	30	50	50	20	
Total Marks								700	700	280	

Curriculum of Semester –III

B.A. Psychology Honors (Semester III)

NPSY301T: Introduction to Social Psychology

Paper: DSC-5
Contact Hours: 45 (Clock Hours)

Total Credit: 03
Marks: 30

Unit 1. Introduction to Social Psychology

- i. Social Psychology : A working definition
 - a. Scientific nature
 - b. Focus on the behavior of the individuals
 - c. Understanding causes of social behavior and thoughts
- ii. Social Psychology in the new millennium : New Perspectives, new method
 - a. Influence of cognitive perspective
 - b. Growing emphasis on applications
 - c. Adaption of multicultural perspective
 - d. Potential role of biological factors and evolutionary perspective
- iii. Research methods in Social Psychology
 - a. Systematic Observation
 - b. Correlation
 - c. Experimental method
 - d. Interpreting results : Use of statistics
 - e. Role of theory

Unit 2. Understanding Others Social Perception

- i. Nonverbal communication: The Language of gazes, gestures and expressions
 - a. Basic Channels of nonverbal communication
 - b. Recognition of deception : Role of nonverbal cues
- ii. Attribution : Understanding causes of Others behavior
 - a. Theories of attribution
 - b. Basic sources of error in attribution
 - c. Applications of attribution
- iii. Impression formation and impression management
 - a. Asch's research on central and peripheral traits

- b. Cognitive perspective of impression formation
- c. Other aspects of impression formation
- d. Impression management
- e. Accuracy of social perception

3. Attitudes :-

- i. Attitude formation: - how and why attitudes develop?
 - a. Social learning: acquiring attitudes from others
 - b. Genetic factors
 - c. Attitude function: why we form attitudes?
- ii. The attitude – behavior link
 - a. When do attitudes influence behavior?
 - b. How do attitudes influence behavior?
- iii. Art of persuasion
 - a. Early approaches
 - b. Cognitive approaches: Systematic and heuristic
- iv. When attitude change fails
 - a. Reactance
 - b. Forewarning
 - c. Selective avoidance
 - d. Active defense of our existing attitudes
 - e. Biased assimilation and attitude polarization
- v. Cognitive dissonance
 - a. What is cognitive dissonance?
 - b. Direct and indirect ways to reduce it

Unit 4 Prejudice

- i. Prejudice and discrimination: Their origin and nature
 - a. Prejudice: The face of intolerance
 - b. Prejudice: why it persist?
 - c. Prejudice in action: Discrimination
- ii. The origin of Prejudice: Contrasting perspectives
 - a. Direct inter-group conflict: Competition as a source of prejudice
 - b. Hard economic times and violence
 - c. Lynching and atrocities against certain groups
 - d. Role of social learning
 - e. Social categorization
 - f. Cognitive sources of prejudice
 - g. Other cognitive mechanisms like illusory correlation and out-group homogeneity
- iii. Techniques for countering effects of prejudice
 - a. Breaking the cycle of prejudice
 - b. Direct inter-group contact
 - c. Re-categorization
 - d. Cognitive intervention
- iv. Prejudice based on gender: Its nature and effects
 - a. Hostile and benevolent sexism

- b. Cognitive basis of sexism
- c. Discrimination against females

Books For Readings

1. Baron, R.A., Bryne, D., & Branscombe, N.R. (2007). *Social Psychology*. (11th Ed) New Delhi: Pearson Education
2. Baron, R.A., Bryne, D., (2005). *Social Psychology*. (10th Ed) New Delhi: Prentice Hall of India
3. Myers, D.G. (2006). *Social Psychology*. (8th Ed) New Delhi: Tata McGraw-Hill
4. Baron, R.A., Bryne, D., & Branscombe, N.R. (2007). *Social Psychology*. (11th Ed) New Delhi: Pearson Education
5. Baron R, Branscombe, N.R. & Gopa Bharadwaj (2012), *Social Psychology* (12th Ed) New Delhi: Pearson Education
6. Golwkar S, Abhyankar S & Khair T (2012), *Samajik Manasshastra*, Narendra Prakashan, Pune
7. Sadhna Natu, Apana Vaidya & Manasee Rajhans (2012), *Samajik Manasshastra* (12th Ed)
8. Keshav Gadhekar & Mukund Inamdar (2007), *Pragat Samajik Manasshastra* , Diamond Publication, Pune
9. Singh, A.K., *Saamaajik manovidnyaan* New Delhi: Motilal Banarasidas
10. Palsane, M.N., & Talwalkar, V. (2000) *Samajik Manasshastra* Pune, Continental Prakashan
11. Kool, V.K. & Agraval, R (2006) *Applied Social Psychology* New Delhi: Atlantic Publishers.

NPSY301P: Introduction to Social Psychology

Paper: Lab Course

Total Credit: 02
Marks: 50

I Practical (any four)

1. Social competence scale (SCS)- Sharma, V.P., Shukla, P., & Shukla, K.
2. Social distance scale- Dewedi, K., Bhavnagar, s.& Astana, U.
3. Machiavellianism scale (Mach IV scale) – Rai, S.N.& Chadha, N.K.
4. Comprehensive Scale of Tension : R.L. Bhardwaj
5. Prejudice Scale: R.I. Bhardwaj & H. Sharma
6. Social Characteristics description (SCD) – Uniyal, M.P. & Shah, B.
7. Social acceptability among peers (TSAAP) – Chopra, S.L.

NPSY302T: PSYCHOLOGICAL TESTING

Paper: DSC-6
Contact Hours: 45 (Clock Hours)

Total Credit: 03
Marks: 30

Unit 1. Uses and Implications of Psychological Testing

- i) Functions of Psychological tests
- ii) Nature of a Psychological test
- iii) Controlling the use of tests
- iv) Test administration
- v) Examiner and Situational variables
- vi) Effect of training on test performance
- vii) Social and ethical implication of testing
- viii) Test anxiety and rapport
- ix) Types of psychological tests

Unit 2. Item Analysis

- I. Item difficulty
- II. Item discrimination
- III. Indices of item discrimination
- IV. Item response theory
- V. Item analysis of speeded tests
- VI. Cross validation
- VII. Item-by-group interaction

Unit 3. Reliability of Psychological Test

- i) Definition
- ii) The correlation coefficient
- iii) Types of reliability:
 - (a) Test-retest reliability
 - (b) Parallel form reliability
 - (c) Split-Half reliability
 - (d) Inter-item consistency
- iv) Scorer reliability
- v) Reliability of speeded tests
- vi) Factors affecting reliability coefficients
- vii) Standard error of measurement
- viii) Reliability of criterion-referenced tests

Unit 4 Validity of Psychological Tests

- i) Meaning of validity

- ii) Types of validity
 - (a) Content validation
 - (b) Criterion-related validation
 - (c) Construct validation
- iii) Comparison of validation procedure
- iv) Validity

Reference books

Books For Readings :-

1. Anastasi A.(1997) Psychological Testing, New York: Mac Millan Co.
2. Cimnero, A.R. (1986) Hand book of Behavioural Assessment New York: John wiley
3. Freeman. Frank S (1971) Theory and Practice of Psychological Testing Oxford & IBH Publishing Co. New Delhi
4. Dandekar, W.N. & Rajguru, M.S. () An Introduction to Psychological Testing & Statistics, Seth Publication

NPSY302P: Lab Based on Psychological Testing

Paper: Lab Course

Total Credit: 02
Marks: 50

II Practical

(any four)

1. Koh's block design test
2. Self-concept scale: Rastogi
3. Adjustment Inventory: Astana or Pulsate
4. Introversion- Extroversion Test
5. Verbal test of intelligence
6. Pass along test
7. Adjustment test

NPSY303T1: PSYCHOLOGICAL ASSESSMENT

Paper: Minar-1
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

UNIT-I: Introduction

- (i) Nature and Scope of human assessment; Parameters of assessment
- (ii) Psychological scaling, Methods of scaling

UNIT- II: Psychological Tests

- (i) Principles of test construction and standardization- Item analysis, reliability, validity and development of norms
- (ii) Types of psychological tests- Individual, group, performance, verbal, nonverbal

UNIT –III: Assessment of Ability

- (i) Assessment of general abilities- Intelligence, interest, interpersonal interaction
- (ii) Assessment of personality- Use of self-report inventories, interview, projective and nonprojective tests

UNIT- IV: Classroom Assessment

- (i) Classroom as assessment context, Traditional tests, Alternative assessment
- ((ii) Grading and reporting of performance, Computer and assessment

Reference Books:

- Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet

Publications

- Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology and

Education. New York: John Willey

Text Books:

- Anastasi, A. (1988). Psychological Testing. New York: MacMillan
- Mishra, G.C. & Others (2018). Psychological Assessment. Kalyani Publisher, New Delhi

NPSY303T2: Psychology and Mental health

Paper: Minar-1
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Unit 1:

Mental Health: Concept of mental health, Issues of mental health in India and the globe, some Common conditions and their epidemiology

Importance of mental health: identify mental health challenges to help reduce the stigma Of mental illness

Mental Health issues: Issues in adolescents and young adults: Bullying, academic grades, Body image, relational issues with parents and friends/romantic partners, sexual orientation

Unit 2

The invisible monsters: Anxiety - Signs and Symptoms

Depression: Signs and Symptoms, Causes

Suicide: Preventative treatment measures, becoming gatekeepers of suicide

Unit 3

Psychological Help to increase Well-being: Reaching out and providing initial help; Recognizing the signs that someone may need support; Knowing what to do and what not To do when a person reaches out for help

Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of Needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate Professional help

Mental Health Practice and Care: Counseling, therapy, guidance, mentoring, Peer

Mentoring: concept and skills

References:

1. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson.
2. Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). Pocketbook of Mental Health (3rd Edition). Elsevier
3. Snider, Leslie and WHO (2011).Psychological First Aid: Guide for Field Workers. Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf
4. WHO (2003). Investing in Mental Health. Retrieved from https://www.who.int/mental_health/media/investing_mnh.pdf

NPSY303T3: Positive Psychology

Paper: Minar-1
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

I	Positive Psychology: Assumptions and Goals; Eastern and Western Perspectives on Positive Psychology.
II	Positive Emotional State: The Broaden and Build Theory of Positive Emotions; Concept and Mindfulness in Buddhism. Positive Cognitive States: Hope, Optimism, Self- efficacy, Resilience
III	Gratitude, Forgiveness, Empathy and Compassion: Concept, and Measurement; Cultivation exercises in Positive Psychology Self-Awareness: Concept, Techniques to enhance self- awareness.
IV	Social Competence: The Value of Social Support and Relationships in a Fulfilling and Meaningful Life; Love and Belongingness.
V	Happiness: Eudemonics and Hedonistic View; Authentic Happiness, Psychological and Subjective Wellbeing: Concept, and Components, Approaches

Suggested Readings

- 1- Baumgardner, S.R. & Crothers, M.K. (2009). *Positive Psychology*. Pearson.
- 2- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength* U.K.: Routledge.
- 3- Gilman, R., Hubner, E. & Furlong, M.J. (Eds.) (2009). *Handbook of Positive Psychology in Schools*. New York: Routledge.
- 4- Lyubomirsky, Sonja. (2008). *The How of Happiness: A Scientific Approach to Getting the Life You Want*. The Penguin Press.

- 5- Noddings, N (2003). *Happiness in Education*, New York, Cambridge Press.
- 6- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
- 7- Seligman, M. E. P. (2002). *Authentic Happiness*. New York: Free Press.
- 8- Synder, C.R. & Lopaz, S.J. (2011). *Positive Psychology: The Scientific and practical exploration of Human Strengths*. Thousand Oaks, CA: Sage.
- 9- Synder, C. R. & Shane, J.L. (2005). *Handbook of Positive Psychology*. Oxford University Press.

Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>

<http://www.apa.org>

NPSY304T1: Abnormal Psychology

Paper: Generic Elective
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Unit	Topics
I	An Introduction of Abnormal Psychology: Concept and Criteria of Abnormality, Classification of Abnormality (DSM V).
II	Anxiety Disorders: Clinical Picture and Etiology:. Generalized Anxiety Disorder (GAD), Phobia, Panic Disorder and Obsessive-Compulsive Disorder (OCD) ,Somatic and Dissociative Disorders ,
III	Depressive and Bipolar Disorders: Types, Clinical Picture and Etiology. Schizophrenia: Types, Clinical Picture and Etiology.
IV	Learning Disabilities: Reading, Written expression and Mathematics disorders, Substance Related Disorder: Substance Abuse and Dependence; Alcohol, Nicotine, Marijuana, Sedatives and Stimulants: Etiology.

Suggested Readings:

1. Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). *Abnormal Psychology*. New Delhi: Cengage Learning.
2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
3. Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers
4. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
5. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning

NPSY304T2: Counselling Psychology

Paper: Generic Elective
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Unit	Topics
I	Introduction: Nature and Goals; Counselling as a profession: Professional Ethics (Latest Version Of American Counselling Association – ACA); The Effective Counsellor: Personality Characteristics; Status of Counselling Psychology in India.
II	Therapeutic Process: Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination
III	Techniques of Counselling: Psychoanalytic Techniques; Humanistic Techniques; Behavioral Techniques; Cognitive Techniques
IV	Indian Techniques: Yoga and Meditation Applications: Child Counselling; Family Therapy; Career Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse.

Suggeste Readings

Corey, G. (2009). *Counselling and Psychotherapy: Theory and Practice (7th Ed.)* New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012). *Couple and Family Therapy*.

In E.M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*.

New York: Oxford University Press. Gladding, S. T. (2012). *Counselling: A Comprehensive Profession. (7th Ed)* New Delhi.

Pearson. Hansen, J.C. (2012). *Contemporary Counselling Psychology*.

In E. M. Altmaier and J.C. Hansen (Eds). *The Oxford Handbook of Counselling Psychology*.

New York: Oxford University Press. Kapur, M. (2011). *Counselling Children with Psychological*

Problems.

New Delhi, Pearson. Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology.

New Delhi. ICSSR/ Pearson. Seligman, L. & Reichenberg , L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills (3rd Ed).

New Delhi: Pearson. Sharf, R. S. (2012). Theories of Psychotherapy & Counselling: Concepts and Cases (5th Ed).

Boston: Brooks/ Cole Cengage Learning. Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas. Ziomek-Daigle,J.(2018). Counseling children and adolescents: Working in school and Mental Health Settings, New Delhi: Routledge

NPSY304T3: Psychology of Disability

Paper: Generic Elective
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Unit	Topics
I	Conceptualizing Disability: An Introduction Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique
II	Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust Issues of language and its consequent labeling: How disability gets constructed: The power of language.
III	Heroizing Disability: Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model
IV	Making of a disabled Identity Documenting Disability: Problems of Certification Issues of Access: Built and Psychological, Issues of Education and Employment Family, Care & Support Structures Intimacy and Sexuality: Marriage, Companion relationships

Suggested Readings:

- Chib, M. (2011). *One Little Finger*. New Delhi: Sage Publications Pvt. Ltd. Dalal, A. K. (2002). *Disability Rehabilitation in a Tradition Indian Society*.
- M. Thomas and M. J. Thomas. (Eds), *Selected Readings in Community Based Rehabilitation*, Series Asia Pacific Disability Rehabilitation Journal, 1, 17-26.
- Dalal, A. K., & Pande, N. (1999). *Cultural Beliefs and Family Care of the Children with Disability*. *Psychology and Developing Societies*, 11, 55–75.
- Ghai, A. (2015). *Rethinking Disability in India*. New Delhi: Routledge. Goodley, D. & Lawthom, R. (2006). *Disability and Psychology: Critical Introductions and Reflections*. London: Palgrave Macmillan.

NPSY303P1: Lab Based on PSYCHOLOGICAL ASSESSMENT

Paper: SEC

Total Credit: 02

Marks: 30

Practical

Practical:

(i) Empathy: To assess the empathy behavior of Five college students using Spreng's Empathy questionnaire.

(ii) Sense of Humor: To assess the Sense of Humor of 4 College Students Using McGhee's Scale of Sense of Humor (MSSH)

NPSY303P2: Lab Based on Psychology and mental health

Paper: SEC

Total Credit: 02

Contact Hours: 30 (Clock Hours)

Marks: 30

Practical (Any Four)

- 1) S. Jalota, Group Test of General Mental Ability – 1972 (JGTMA) Hindi For 13 to 16 Years.
- 2) Adarsh Kohli, S.K.. Verma and D – Pershad, P.G.I – Battary For Assessment of mental efficiency in Elderly.
- 3) J. Bharat Raj, Developmental Screening Test (DST) It is designed to measurmental development of children from birth to 15 Years of age.
- 4) Amita puri and Dwarka Pershad (PDST) :- Pediotric Developmental Screening Test.
- 5) Suacharita Gadre, Smita Nirgudkar, Rashmi Gadre, Sujala watve. Mental Ability Test by – J P I P.

NPSY105P3: Lab Based on Positive Psychology

Paper: SEC
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Practical:

- (i) Happiness: To measure the happiness of 4 adults using Oxford Happiness questionnaire
- (ii) Spiritual Intelligence: To measure the spiritual intelligence of 4 adults using King's Spiritual Intelligence test.

NPSY305T: Basic Research Methodology

Paper: VSC-3
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Unit	Topics
I	Measurement: Nature and Scales of Psychological Measurement; Properties and Functions of Measurement. Scientific Approach: Aim and Functions; Research Methods: Experimental, Correlational, and Observational; Variable:
II	Concept and Types; Hypothesis: Types and Criteria; Sampling: Concept and Methods.
III	Psychological Statistics: Introduction; Descriptive Statistics: Measures of Central Tendency and Measures of Variability; Graphical Representation of Data. The Normal Distribution: Meaning and Uses, Significance of Statistics, t test.
IV	Parametric test:-Correlation: Types and Interpretation; Concept and Types; Psychometric Properties of Tests: Validity and Reliability: Nature and Types. Non-Parametric test :-Chi- Square tests Test

Suggested Readings:

1. Anastasi, A. (1950). *Psychological Testing*. Prentice Hall.
2. Cronbach, L.J. (1960) (2nd Edition). *Essentials of Psychological Testing*. New York: Harper.
3. Freeman, F.S. (1962) (3rd Edition). *Theory and practice of psychological testing*. New York: Holt, Rinehart & Winston.
4. Garrett, H. E. (1966). *Statistics in Psychology and Education*. Paragon International Publishers.
5. Gregory, R.J. (2014) (6th Edition). *Psychological Testing: History, Principles and*

Applications. New Delhi: Pearson India Education.

6. Guilford, J.P. (1936). *Psychometric Methods*. London: McGraw Hill Publishing Company.
7. Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
8. लाल. जे. एन. (1999). मनोविज्ञान एवं शिक्षा में सांख्यिकी, नीलकमल प्रकाशन , गोरखपुर I
9. मिश्रा, बब्बन तथा त्रिपाठी, लाल बचन(1994). मनोवैज्ञानिक सांख्यिकी, हर प्रसाद भार्गव, आगरा I
10. Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan.
11. श्रीवास्तव, डी .एन.(2011). सांख्यिकी एवं मापन, आगरा :अग्रवाल पब्लिकेशन्स
12. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>

NPSY306P: Field Project

Paper: VEC
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Project: Guidelines

- 1) Project should be NOT less than 10000 word
- 2) One copy of the project should be hand-written
- 3) Other 3 copy typed and submit to Collage
- 4) Project should be written in International standard with at least or not less than 30 references.

Curriculum of Semester –IV

NPSY401T: Fundamentals of Social Psychology

Paper: DSC-7
Contact Hours: 45 (Clock Hours)

Total Credit: 03
Marks: 30

Unit 1.

Interpersonal Attraction: Meeting, Liking and Becoming Acquainted:-

- i. The beginning of attraction: Proximity and emotion
 - a. Interpersonal attraction
 - b. Power of proximity
 - c. Positive and negative emotion
- ii. Becoming acquainted
 - a. The need for affiliation
 - b. The effect of observable characters
 - c. Immediate determinants of interpersonal likes and dislikes
- iii. Moving towards friendship
 - a. Similarity
 - b. Similarity, Dissimilarity and both
 - c. Mutual liking

Unit 2.

Unit 2. Social influence: Changing Other's Behavior:

- i.
 - a. Asch's research on conformity
 - b. Factors affecting conformity
 - c. Bases of conformity

- ii. Compliance: To ask something is to receive
 - a. Compliance: Underlying principles
 - b. Tactics based on friendship
 - c. Tactics based on commitment of consistency
 - d. Tactics based on reciprocity

- iii. Extreme forms of social influence: Obedience
 - a. Destructive obedience
 - b. Intense indoctrination

Unit 3. Pro-Social Behavior: Helping others:-

- i. Responding to an emergency: why are bystanders sometimes helpful, sometimes indifferent?
 - a. Why did not someone help?
 - b. Decision to help in emergency: Five essential stages
 - c. Situational factors that enhance or inhibit helping: attraction, attribution and pro-social model
 - d. Self-interest, moral integrity and moral hypocrisy

- ii. The helpers and those who receive help
 - a. Helping as a function of bystander's emotional state
 - b. Dispositional differences in prosocially responding
 - c. Volunteering: Motivation for bystander's help
 - d. Who receives help, how do people help?

- iii. Explaining pro-social behavior: why do people help?

- a. Empathy
- b. Negative State of relief
- c. Empathetic joy
- d. Genetic determinism

Unit 4. Groups and Individuals: The consequences of belonging

- i. Group: What they are and how do they function
 - a. Roles
 - b. Status
 - c. Norms
 - d. Cohesiveness
- ii. How groups affect individual's performance: From social facilitation to social loafing
 - a. Social Facilitation
 - b. Social loafing
- iii. Co-ordination in groups: Cooperation or conflict
 - a. Cooperation
 - b. Conflict
 - c. Resolving conflict
 - d. Conflict among ethnic and cultural boundaries
- iv. Perceived fairness in groups
 - a. Judgment of fairness
 - b. Reaction to perceived unfairness
- v. Decision making by groups: How it occurs

- a. Decision making process
- b. Nature of group decision: Group think biased process tendency of group members to tell each other what they already learned.

Books for Readings :-

1. Baron, R.A., Bryne D., (2005) *Social Psychology*. (11th Ed) New Delhi: Pearson Education.
2. Baron, R.A., Bryne D., & Branscombe, N.R. (2007) *Social Psychology*. (10th Ed) New Delhi: Prentice Hall of India.
3. Myers, D.G. (2006). *Social Psychology*. (8th Ed) New Delhi: Tata McGraw-Hill.
4. Baron, R.A., Bryne D., (2005) *Social Psychology*. (11th Ed) New Delhi: Pearson Education.
5. Baron R, Branscombe, N.R. & Gopa Bharadwaj (2012), *Social Psychology* (12thEd) New Delhi: Pearson Education.
6. Golwkar S, Abhyankar S & Khair T (2012), *Samajik Manasshastra*, Narendra Prakashan, Pune.
7. Sadhna Natu, Apana Vaidya & Manasee Rajhans (2012), *Samajik Manasshastra* (12th Ed)
8. Keshav Gadhekar & Mukund Inamdar (2007), *Pragat Samajik Manasshastra*, Diamond Publication Pune.
9. Singh, A.K., *Saamaajik manovidnyaan* New Delhi: Motilal Banarasidas
10. Palsane, M.N, & Talwalkar, V. (2000) *Samajik Manasshastra* Pune: Continental Prakashan
11. Kool, V.K. & Agraval, R. (2006) *Applied Social Psychology* New Delhi: Atlantic Publishers.

NPSY401P: Lab Based on Fundamentals of Social Psychology

Paper: DSC-7

Total Credit: 02

Marks: 50

I Practical (any four)

1.	Formation of spontaneous group- Sociometry
2.	Altruism Scale: S.N. Rai, S. Singh
3.	Social facilitation
4.	Self-concept scale: Rastogi
5.	Measuring State Trait Anger: Spielberg, C.D.
6.	Self-confidence Inventory:- Rekkha Agnihotry
7.	Parasparik Sambandh Prashnawali (Socio-metry Test):- Guru Pyari Mathur

NPSY402T: Psychological Assessment

Paper: DSC-8
Contact Hours: 45 (Clock Hours)

Total Credit: 03
Marks: 30

Unit 1:

Measurement of Aptitudes

- i. What is an aptitude?
- ii. Theoretical basis of Aptitudes
- iii. Structure of Intellect Model
- iv. Hierarchical Theories
- v. Some important Aptitude tests
- vi. Multiple Aptitude batteries
- vii. Intelligence Testing
 - a. Definitions and Theories
 - b. Individual & Group Intelligence Tests

Unit 2

Frequency Distributions

- i. Measurement in general
- ii. Need for grouping
- iii. Preparation of a frequency table
- iv. Graphic representations of the frequency distribution
 - a. Histogram
 - b. Frequency Polygon
- v. Smoothing a Polygon

Unit 3

Measures of Central Tendency

- i. Mean
- ii. Computation of the mean
 - a. The long method and
 - b. The short or assumed mean method
- iii. Median and its computation
- iv. Mode
- v. Uses of various measures of central tendency

Unit 4

Measures of Variability

1. Range
2. Quartile deviation
3. Average deviation
4. Standard deviation
5. Uses of the various measures of variability

References :-

1. Anastasi A (1997) Psychological Testing, New York: MacMillan Co.
2. Cimmero, A.R.(1986) Hand book of Behavioural Assessment New York: John Wiley
3. Freeman Frank S (1971) Theory and Practice of Psychological Testing Oxford & IBH Publishing Co. New Delhi.
4. Dandekar, W.N. & Rajguru, M.S.- An Introduction to Psychological Testing & Statistics, Seth Publication
5. Lewis R. Aiken & Gary Groth-Marnat (2009) Psychological Testing and Assessment (12th Ed) New Delhi: Pearson Education

NPSY402P: Lab Based on Psychological Assessment

Paper: DSC-8

Total Credit: 02

Marks: 50

II Practical (any four)

1. Problem solving
2. Measurement of intelligence-standard progressive matric
3. Social Intelligence
4. Test of Emotional Intelligence- Anukool Hyde, Sanjyot Pethe & Upinder Dhar
5. Emotional Maturity Scale:- Y. Singh & M. Bhargava
6. Need Pattern Scale :- Seema Sanghi
7. Deo-Mohan Achievement Motivation Scale (N-Ach) : Pratibha Deo & Asha Mohan

NPSY403T1: Fundamentals of Behavior Science

Paper: Minar-1
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

1. Stress Management
2. Suicide- Lives on the Brink
3. Assertiveness Training-Standing up for your rights
4. Improving Communication at work

5. Mnemonics- Memory Magic
6. Self-Management and finding Professional Health
7. Mental Retardation

Source Book

1. Dennis Coon & John O Mitterer (2007), *Introduction to Psychology Gateways to mind and Behavior* (11th Ed), Thomson- Wadsworth

NPSY403T2: Personality Development

Paper: Minar-1
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Unit	Topic
I	Introduction to Personality Development The Developing Personality
II	Stages of Development Need a Little Personality?
III	Basic Personality Traits Moral Development
IV	Personality Type Hearing Jung Out

Suggested Readings:

- Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers, 1998.
- Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
- Thomas A Harris, I am ok, You are ok , New York-Harper and Row, 1972
- Daniel Coleman, Emotional Intelligence, Bantam Book, 2006

NPSY403T3: Psychological Perspective in education

Paper: Minar-1
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Unit	Topics
I	Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; ‘Child-centred’ and ‘progressive’ education
II	Debates and Issues in Educational Psychology: De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue
III	Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education
IV	The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment.

Suggested Readings:

Combs, A. (1979). *Myths in Education: Beliefs That Hinder Progress and Their Alternatives*. London: Allyn & Bacon. Matthews, M. (1980). *The Marxist Theory of Schooling: A Study of Epistemology and Education*.

Sussex: The Harvester Press. Patience, A. (2008). *The Art of Loving In The Classroom: A Defence Of Affective Pedagogy*.

Australian Journal of Teacher Education, 33(2). Retrieved from

<http://dx.doi.org/10.14221/ajte.2008v33n2.4>

Santrock, J. W. (2017). *Educational Psychology* (6th Edition). London, UK: McGraw Hill Education.

Slavin, R. (2006). *Educational Psychology: Theory and Practice*. New York: Pearson.

Sutherland, M. (1988). *Theory of Education*. London: Longman. Woolfolk, A. & Kapur, P. (2019). *Educational Psychology* (15th Edition). New Delhi: Pearson.

NPSY404T1: Applied Psychology

Paper: Generic Elective
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Applied Psychology Part II

1. Sociometry Technique
2. How to Enhance helping nature
3. How to handle Martial Problems
4. Ways of Effective Communication
5. Conformity: Group Influence in Action
6. Social Loafing
7. Social Facilitation

Source Book

1. Baron, R.A., Bryne, D & Branscombe, N.R. (2007) *Social Psychology*. (11th Ed) New Delhi: Pearson Education
2. Golwika S, Abhyankar S & Khair T (2012), *Samajik Manasshastra*, Narendra Prakashan, Pune

NPSY404T2: Leadership and Managerial Skills

Paper: Generic Elective
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Unit	Topic
I	Understanding Leadership and its Importance • What is leadership? • Why is leadership required? • Whom do you consider as an ideal leader? b. Traits and Models of Leadership • Are leaders born or made? • Key characteristics of an effective leader • Leadership styles • Perspectives of different leaders c. Basic Leadership Skills • Motivation • Teamwork • Negotiation • Networking.
II	Basic Managerial Skills • Planning for effective management • How to organize teams? • Recruiting and retaining talent • Delegation of tasks • Learn to coordinate • Conflict management b. Self-management Skills • Understanding self-concept • Developing self-awareness • Self-examination • Self-reflection and Introspection • Self-regulation.
III	Basics of Entrepreneurship • Meaning of entrepreneurship • Classification and types of entrepreneurs • Traits and competencies of entrepreneur b. Creating Business Plan • Problem identification and idea generation • Idea validation • Pitch making.
IV	Innovative Leadership • Concept of emotional and social intelligence • Synthesis of human and artificial intelligence • Why does culture matter for today's global leaders? b. Design Thinking • What is design thinking? • Key elements of design thinking: - Discovery - Interpretation - Ideation - Experimentation - Evolution. • How to transform challenges into opportunities? • How to develop human-centric solutions for creating social good?

Suggested Reading:

- Ashokan, M. S. 2015. *Karmayogi: A Biography of E. Sreedharan*. London, UK: Penguin
- Brown, T. 2012. *Change by Design*. New York: Harper Business.
- Chandra, P. 2017. *Financial Management: Theory & Practice*. 9th edition. New York: McGraw Hill Education.
- Dawkins, E.R. 2016. *52 Weeks of Self Reflection — Your Guided Journal of Self Reflection*. Chicago: A B Johnson Publishing.
- Elkington, J., and Hartigan, P. 2008. *The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World*. Boston, MA: Harvard Business Press.
- Goleman, D. 1995. *Emotional Intelligence*. New Delhi: Bloomsbury Publishing India Private Limited.

NPSY404T3: Communication Skills

Paper: Generic Elective
Contact Hours: 30 (Clock Hours)

Total Credit: 02
Marks: 30

Unit	Topic
I	Techniques of Effective Listening • Listening and Comprehension • Probing Questions • Barriers to Listening, Pronunciation • Enunciation • Vocabulary • Fluency • Common Errors
II	Techniques of Effective Reading • Gathering Ideas and Information from a Given Text i. Identify the Main Claim of the Text ii. Identify the Purpose of the Text iii. Identify the Context of the Text iv. Identify the Concepts Mentioned • Evaluating These Ideas and Information i. Identify the Arguments Employed in the Text ii. Identify the Theories Employed or Assumed in the Text • Interpret the Text i. Understand What a Text Says ii. Understand What a Text Does iii. Understand What a Text Means
III	Clearly State the Claims • Avoid Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues • Provide Background Information • Effectively Argue the Claim • Provide Evidence for the Claims • Use Examples to Explain Concepts. Follow Convention • Be Properly Sequenced • Use Proper Signposting Techniques • Be Well Structured i. Well-knit Logical Sequence ii. Narrative Sequence iii. Category Groupings • Different Modes of Writing i. E-mails ii. Proposal Writing for Higher Studies iii. Recording the Proceedings of Meetings iv. Any Other Mode of Writing Relevant for Learners.
IV	Basic Computer Skills i. Introduction to MS Office Suite. ii. Introduction to MS Excel. iii. Introduction to MS Word. iv. Introduction to MS PowerPoint. • Basic Virtual Platforms i. Zoom ii. Google Meet iii. Cisco Webex iv. MS Teams • Cyber Security i. Understanding and Introducing the Environment of Security. ii. Types of Attacks and Attackers. iii. Threats, Vulnerabilities of Cyber Attacks. iv. The Art of Protecting Secrets. • Awareness about Trending Technologies. i. Introduction to Machine Learning. ii. Introduction to

	Artificial Intelligence. iii Introduction to IoT. • Digital Marketing i. Introduction to Digital Marketing ii. Traditional Marketing versus Digital Marketing iii. Digital Marketing Tools iv. Social Media for Digital Marketing v. Digital Marketing Analytics.
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Suggested Reading:

- Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
- Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association.

NPSY403P1: Lab Based on fundamental of Behavior Science

Paper: SEC

Total Credit: 02

Marks: 50

Practical

1. Communication Skills
2. Observation Skills

NPSY403P2: Lab Based on Personality Development

Paper: SEC

Total Credit: 02

Marks: 50

Practical (Any Four)

- 1) R.B. Cattell and IPAT Staff 16 PF- Questionnaire.
- 2) S.D. Kapoor. 16 PF. Questionnaire Indian Adaptation. (QIA)
- 3) Upinder Dhar and Manisha Jain. A/B Behavioural Pattern Scale (ABBPS)
- 4) Mahesh Bhargava. Dimensional Personality Inventory (DPI)
- 5) V.Singh and Hinisingh. Personality Inventory. (PI)
- 6) Dr. Nilam Deshmukh – Vyaktimatva Anusuchi (Personality Inventory.)

NPSY403P3: Lab based on Psychological Perspective in Education

Paper: SEC

Total Credit: 02

Marks: 50

Practical (Any Four)

- 1) K.K. Agarwal. Scientific Aptitude Test Battery. (SATB.)
- 2) S.P. Kulshrestha. Educational Interest Record (EIR)
- 3) M.N. Palsane and S.Sharma. Study Habit Inventory (PSSHI)
- 4) R.K. Ojha and Bharagava. Study of Value Test (VT).
- 5) Pratibha Deo and Asha Mohan Deo Mohan Achievement Motivation (n-ach) Scale.
- 6) Asha Bhatnagar. Study Involvement Inventory. (SII).

NPSY405T: Environmental Psychology

Paper: VSC-4

Total Credit: 02

Contact Hours: 30 (Clock Hours)

Marks: 30

Unit	Topics
I	Perceiving the Environment: Understanding the Environment and Need for Conservation; How Environment Influences Our Cognition, Emotions and Actions
II	Pro-Environment Behaviors: Awareness of Natural Resources, Barriers to Engaging in Proenvironmental Behavior; Change of Attitude and Behaviors for Conservation of Natural Resources and Reducing Pollution
III	Psycho-Social Implications, Pro-Environment Action, Waste Management.
IV	Climate Change: Cognitive, Motivational, Socio-Cultural Factors, Environmental Predictors of Climate Change and Its Implication on Health and Wellness
<p>Suggested Readings</p> <p>Bonnes, M. & Secchiaroli, G. (1995). Environment Psychology: A Psycho-social Introduction. London: Sage Publications.</p> <p>Fisher, J.D., Bell, P.A., & Baum, A. (1984). Environmental Psychology. NY: Holt, Rinchart & Winston.</p> <p>Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.</p> <p>Steg, L., Berg, A. & Groot, J. (2019). Environmental Psychology: An Introduction. BPS Blackwell, UK: John Wiley.</p>	

NPSY406T: Research Project

Paper: VEC-

Total Credit: 02

Marks: 30

Unit	Topics
I	<p>Based on the field visit observations and experiences, the learner get in Semester V, plan to visit to identified unit, organization, community etc. to get an understanding of the same and do data collection either through questionnaire, or interview or with the help of audio-visual medium based on the identified research problems/issues.</p> <hr/> <p>Analyze the data and submit a detailed report and a presentation.</p> <p>The student will work in groups in completing the project, but will write the final paper individually.</p> <p>Each student will be evaluated on diligence in writing the research project as per APA guidelines.</p>
<p>Suggested Readings:</p> <p>1. Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx http://www.apa.org</p>	