



SNDT Women's University, Mumbai

Undergraduate Degree / UG
Programme (Syllabus as Per NEP) -
Faculty of Humanities

AEDP BA PSYCHOLOGY

As Per NEP – 2020

Semester – III to VI Syllabus
(W.E.F. Academic Year 2025-26)

AEDP BA PSYCHOLOGY (SEM III TO VI)

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III					
30111011	Social Psychology	Major- Core	4	100	50	50
30111012	Foundations Of Maladaptive Behavior	Major- Core	4	100	50	50
30111013	Personality theories	Major- Core	4	100	50	50
30311011	Workplace Psychology	Minor	2	50	0	50
30411011	Health Psychology	OEC	2	50	0	50
3.6		AEC	2	50	50	0
30111004	Life Span Psychology	Major Core	2	50	50	0
3.8		CC	2	50	50	0
			22	550	300	250
	Semester IV					
40111011	Psychology of Interpersonal & Group Processes	Major- Core	4	100	50	50
40111012	Psychological Testing & Assessment (Theory & Practical)	Major- Core	4	100	50	50
40311012	Psychology of Happiness	Minor Stream	4	100	50	50
40411011	Media Psychology	OEC	2	50	0	50
40711011	Conflict Management	SEC	2	50	0	50
4.6		AEC	2	50	0	50
40311002	Community Psychology	Minor	2	50	50	0
4.8		CC	2	50	50	0
			22	550	250	300

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester V					
50111021	Practicals in Experimental Psychology	Major (Core)	4	100	50	50
50111012	Clinical Psychopathology	Major (Core)	4	100	50	50
51011011	Mindfulness psychology	IKS	2	50	0	50
50311012	Relationship Management	Minor	4	100	50	50
50311011	Positive Psychology	Minor	4	100	50	50
50611001	Research Methods & Statistics	VSC	2	50	50	0
50111003	Practicals in Cognitive Psychology	Major Core	2	50	50	0
			22	550	300	250
	Semester VI					
61211021	Apprenticeship	Apprenticeship	20	500	250	250
61511021	CE	CE	2	50	0	50
			22	550	250	300

SEMESTER III**3.1 Major Core**

Course Title	Fundamentals of Social Psychology
Course Credits	4
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> 1.Utilise fundamental Social Psychological constructs for analysing human behaviour 2.Classify various cognitive, emotive and behavioural components of operating in social situations 3.Design interventions for social behaviour modification through attitudinal change 4.Generate strategies for reducing prejudice and discrimination suited to their contexts
Module 1 (Credit 1) Introduction to Social Psychology	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate social psychology from related fields by analyzing its core questions, methods, and scope of inquiry. 2. Evaluate the strengths and limitations of key research methods used to investigate social psychological phenomena. 3. Illustrate how cognitive schemas function to organize, interpret, and reconstruct social information and experiences. 4. Identify common errors in social cognition (e.g., fundamental attribution error, confirmation bias) and predict their impact on judgment and behavior.
Content Outline	<ol style="list-style-type: none"> 1.1 Definition, Nature and Scope 1.2 Research Methods in Social Psychology 1.3 Constructing the Social World through Schemas 1.4 Errors in Social Cognition
Module 2 (Credit 1) Perceiving Others: Attribution, Non-Verbal Cues, and Impression Management	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Analyse the role of non-verbal cues in communication and

	<p>identify behavioral indicators associated with deception.</p> <p>2. Compare major attribution theories (e.g., Correspondent Inference, Covariation) and their explanations for how we assign cause to behavior.</p> <p>3. Differentiate between common attributional biases and predict their consequences for interpersonal and intergroup judgments.</p> <p>4. Apply principles of impression formation and management to explain how self-presentation strategies shape social interactions.</p>
Content Outline	<p>2.1 Non-verbal Communication & Deception</p> <p>2.2 Attribution: Concept and Theories</p> <p>2.3 Errors in Attribution</p> <p>2.4 Impression Formation & Management</p>
Module 3 (Credit 1) Attitudes: Formation, Influence, and Change	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Trace the formation of attitudes by evaluating different learning processes (e.g., conditioning, observation). 2. Assess the conditions under which attitudes predict behavior by analyzing moderating variables. 3. Deconstruct persuasive messages by applying key elements of the communication process (source, message, channel, receiver). 4. Predict behavioral or attitudinal changes that resolve cognitive dissonance in given scenarios.
Content Outline	<p>3.1 Attitudes & How we learn them</p> <p>3.2 The Relationship between attitudes and behaviour</p> <p>3.3 Using Communication to change Attitudes: Persuasion</p> <p>3.4 Using discomfort to change attitudes: Cognitive Dissonance</p>
Module 4 (Credit 1) Prejudice and Intergroup Relations	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify the function and impact of stereotypes, distinguishing

	<p>between overt examples and subtler modern forms.</p> <ol style="list-style-type: none"> 2. Analyse the psychological and social origins of prejudice by applying relevant theoretical frameworks. 3. Differentiate between overt discrimination and more covert contemporary forms of bias, such as modern racism. 4. Evaluate the effectiveness of specific intervention strategies designed to reduce prejudice and improve intergroup relations.
Content Outline	<ol style="list-style-type: none"> 4.1 Stereotypes: evident and hidden (Gender and Singlism) 4.2 Prejudice: Nature and Origins 4.3 Discrimination & Modern Racism 4.4 Techniques for Countering Prejudice

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Group Presentations to explore social psychology – 15 marks
2. Making non-verbal social media content to highlight in attribution – 10 marks
3. Design awareness campaigns related to attitudes behavior and their changes – 15 marks
4. 1500 word Book/Film reviews to learn the different aspects of stereotypes, prejudice & discrimination – 10 marks

References:

1. Aronson, E., Wilson, T. D., Sommers, S. R., Page-Gould, E., & Lewis, N., Jr. (2023). *Social Psychology* (11th ed.). Hoboken, NJ: Pearson.
2. Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology* (15th global ed.). Harlow, England: Pearson.
3. Baumeister, R. F., & Bushman, B. J. (2020). *Social Psychology and Human Nature* (5th ed.). Boston, MA: Cengage Learning.
4. Crawford, L. A., & Novak, K. B. (2024). *Individual and Society: Sociological Social Psychology* (3rd ed.). New York: Routledge.
5. Crisp, R. J., Turner, R. N., & Meleady, R. (2024). *Essential Social Psychology* (5th ed.). Thousand Oaks, CA: Sage Publications.
6. Collett, J. L., DeLamater, J. D., & Hotlin S. (2024). *Social Psychology* (10th ed.). New York: Routledge.
7. Dickerson, P. (2024). *Social Psychology: Traditional and Critical Perspectives*. (2nd ed.). Thousand Oaks, CA: Sage Publications.
8. Franzoi, S., & Oswald, D. L. (2021). *Social Psychology* (8th ed.). Redding, CA: BVT Publishing.
9. Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2023). *Social Psychology* (6th ed.). New York: W. W. Norton & Co.

10. Greenberg, J., Schmader, T., Arndt, J., & Landau, M. (2020). *Social Psychology: The Science of Everyday Life* (3rd ed.). New York: Worth Publishers.
11. धोरमारे, ए., द्रासल, पी. (2015). सामाजिक मानसशास्त्र. हीअरसन पब्लिकेशन्स.
12. गाडेकर, के. (2003). प्रगत सामाजिक मानसशास्त्र. प्रशांत पब्लिकेशन्स.

SEMESTER III**3.2 Major Core**

Course Title	Foundations of Maladaptive Behaviour
Course Credits	4
Course Outcomes	After completing this course learners will be able to: <ol style="list-style-type: none"> 1. Master Diagnostic Fundamentals 2. Analyze Neurodevelopmental Disorders 3. Differentiate Anxiety, Trauma, and Mood Disorders 4. Evaluate Somatic and Early practicals Conditions
Module 1 (Credit 1) Foundations of Psychological Diagnosis	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Analyse various criteria for defining abnormal behaviour 2. Differentiate between major diagnostic classification systems 3. Evaluate assessment methods in psychopathology 4. Examine ethical considerations in diagnosis
Content Outline	1.1 Defining Abnormality: Dysfunction, Distress, Deviance, and Danger 1.2 Diagnostic Systems: DSM-5-TR and ICD-11 Overview 1.3 Assessment Tools: Clinical Interviews, Observations, and Standardized Tests 1.4 Ethical and Cultural Considerations in Diagnosis
Module 2 (Credit 1) Neurodevelopmental and Childhood-Onset Disorders	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Identify characteristics of intellectual and learning disorders 2. Differentiate autism spectrum disorder presentations 3. Analyse attention-deficit/ hyperactivity disorder in development 4. Distinguish between conduct and oppositional defiant disorders
Content Outline	2.1 Intellectual and Learning Disorders 2.2 Autism Spectrum Disorder (ASD) 2.3 Attention-Deficit/Hyperactivity Disorder (ADHD)

	2.4 Conduct Disorder and Oppositional Defiant Disorder (ODD)
Module 3 (Credit 1) Anxiety, Trauma, and Mood Disorders	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate among anxiety disorder presentations 2. Diagnose trauma and obsessive-compulsive related disorders 3. Compare depressive disorder criteria 4. Distinguish between bipolar disorder types
Content Outline	<p>3.1 Clinical Features of Anxiety Disorders: GAD, Panic, Phobias, and Social Anxiety</p> <p>3.2 Trauma, Stressor, and Obsessive-Compulsive Related Disorders</p> <p>3.3 Depressive Disorders: Major Depressive and Persistent Depressive Disorder</p> <p>3.4 Bipolar and Related Disorders</p>
Module 4 (Credit 1) Somatic, Feeding, and Early-Onset Conditions	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Diagnose somatic symptom and related disorders 2. Compare feeding and eating disorder pathology 3. Recognize delirium presentation and management 4. Identify neurocognitive disorders from medical conditions
Content Outline	<p>4.1 Somatic Symptom and Related Disorders</p> <p>4.2 Feeding and Eating Disorders: Anorexia, Bulimia, and Binge-Eating</p> <p>4.3 Delirium: Presentation, Causes, and Management</p> <p>4.4 Neurocognitive Disorders due to TBI, HIV, or Huntington's Disease</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Role play or dramatization on the history of abnormal behaviour – 15 marks
2. Comparison of ICD & DSM using specific cases – 10 marks
3. Present a case study on eating disorders – 5 marks

4. Psychological assessment of self using DASS – 21 and providing a report on the interpretation – 10 marks.

References:

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).
2. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). *Abnormal psychology: An integrative approach* (8th ed.). Cengage Learning.
3. Barkley, R. A. (2015). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). The Guilford Press.
4. Butcher, J. N., Hooley, J. M., & Nock, M. K. (2020). *Abnormal psychology* (18th ed.). Pearson.
5. Corey, G. (2021). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
6. Linehan, M. M. (2015). *DBT skills training manual* (2nd ed.). The Guilford Press.
7. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (11th ed.). Wolters Kluwer.
8. Volkmar, F. R., Reichow, B., & McPartland, J. C. (Eds.). (2022). *Adolescents and adults with autism spectrum disorders*. Springer.
9. Awasti, S. P. (2019). *Vikrutmanasshastra [Abnormal psychology]*. Mehta Publishing House.
10. Dingle, S. (2022). *Man: Samarthya ani Arogya [Mind: Power and health]*. Prajakt Prakashan.
11. Godbole, A. (2018). *Chupa Rog: Mansik Ajar [The hidden disease: Mental illness]*. Mehta Publishing House.

SEMESTER III**3.3 Major Core**

Course Title	Personality Psychology
Course Credits	4
Course Outcomes	After completing this course learners will be able to: <ol style="list-style-type: none"> 1. Process the need for personality psychology 2. Examine the dispositional domain of personality 3. Construct personality through the intrapsychic lens 4. Illustrate the cultural aspects of personality
Module 1 (Credit 1) Introduction to Personality Psychology	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Gain a historical perspective on personality psychology 2. Identify ways to evaluate and source personality data
Content Outline	<ol style="list-style-type: none"> 1.1 Definition, description and history of personality 1.2 Domains of knowledge about human nature 1.3 Role and evaluation of personality theory 1.4 Sources of Personality data
Module 2 (Credit 1) Dispositional Domain	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Comprehend traits and their structure 2. Theorise fluctuations in personality
Content Outline	<ol style="list-style-type: none"> 2.1 Basic formulation of traits 2.2 Eysenck, Cattell & five factor theory 2.3 Theoretical Issues in Trait Psychology 2.4 Personality stability & change over time
Module 3 (Credit 1) Intrapsychic Domain	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Conceptualize personality dynamics according to Freud 2. Review humanistic theories to gain insight into the psyche

Content Outline	<p>3.1 Psychoanalysis – Structure, dynamics and psychosexual stages of development</p> <p>3.2 Structure & Dynamics of personality</p> <p>3.3 Motives according to Maslow</p> <p>3.4 Motives in the Rogers tradition</p>
Module 4: Social & Cultural Domain	
Learner Outcome	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Conceptualize cultural influences in personality development 2. Identify and Explain Cultural Universals Across Societies
Content Outline	<p>4.1 Personality & Social interaction – An Overview</p> <p>4.2 Evoked Culture</p> <p>4.3 Transmitted Culture</p> <p>4.4 Cultural Universals</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Presentations on field of personality psychology – 10 marks
2. Self-reflective exercise on personality traits – 10 marks
3. Personal analysis of psyche through psychodynamic and humanistic perspective – 15 marks
4. Case study of a cultural influence on personality – 15 marks

References:

1. Ashton, M. C. (2022). *Individual Differences and Personality* (4th ed.). Academic Press.
2. Burger, J. M. (2019). *Personality* (10th ed.). Cengage Learning.
3. Carver, C. S., & Scheier, M. F. (2017). *Perspectives on Personality* (8th ed.). Pearson Education
4. Cervone, D., & Pervin, L. A. (2019). *Personality: Theory and Research* (14th ed.). John Wiley & Sons.
5. Cloninger, S. C. (2019). *Theories of Personality: Understanding Persons* (7th ed.). Pearson
6. Feist, J, Feist, G.J., and Roberts, T. (2013). *Theories of Personality*, 8th Edition. NY: McGraw-Hill.
7. Haslam, N., Smillie, L., & Song, J. (2017). *An Introduction to Personality, Individual Differences and Intelligence* (2nd ed.). Sage Publications.
8. Larsen, R. J., Buss, D. M., King, D. B., & Ensley, C. (2020). *Personality psychology: Domains of knowledge about human nature* (6th ed.). McGraw-Hill Education.
9. Ryckman, R. M. (2013). *Theories of personality* (10th ed.). Belmont, CA: Wadsworth, Cengage Learning.
10. Schultz, D. P., & Schultz, S. E. (2017). *Theories of Personality* (11th ed.). Cengage Learning.

11. Sollod, R. N., Monte, C. F., & Wilson, J. P. (2020). *Beneath the Mask: An Introduction to Theories of Personality* (9th ed.). Wiley.
12. बर्वे, ब. न.. (2015). व्यक्तिमत्व सिद्धांत. Available on Amazon

SEMESTER III**3.4 Minor**

Course Title	Workplace Psychology
Course Credits	2
Course Outcomes	After going through the course, learners will be able to:
	1. Examine the field of organizational behaviour
	2. Analyse attitudes, motivation and diversity affecting work behavior
	3. Recognize various stages team development
	4. Equip students with knowledge of building cohesive teams within organizations
MODULE 1: Introduction & Individual level processes	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Trace the influence of foundational behavioral sciences, such as psychology and sociology, on the core principles and practices of modern Organizational Behavior. 2. Assess the impact of key employee attitudes, specifically job satisfaction and organizational commitment, on critical workplace outcomes like performance and turnover. 3. Compare and contrast early motivational theories (e.g., Maslow, Herzberg) with contemporary frameworks (e.g., Self-Determination, Goal-Setting) to evaluate their application in managing workplace behavior. 4. Analyze the benefits and challenges of workplace diversity, and propose strategies for fostering an inclusive organizational culture that leverages diverse perspectives.

Content Outline	1.1 Introduction to Organizational Behaviour - Contribution of Behavioural Science to Organizational Behavior 1.2 Employee Attitudes and Job Satisfaction 1.3 Work Motivation - Early Theories and Contemporary theories 1.4 Diversity at workplace
Module 2: Managing Work Teams	
Learning Outcomes	After learning the module, learners will be able to: 1. Explain the key characteristics and processes of effective teamwork and differentiate it from simple group work in a professional context. 2. Analyze the typical stages of team development and evaluate how diversity in team composition can influence group dynamics and performance. 3. Apply principles of effective team management, including techniques for leadership, role clarification, conflict resolution, and performance facilitation. 4. Critically assess the common opportunities (e.g., synergy, innovation) and challenges (e.g., social loafing, groupthink) inherent in the team-building process.
Content Outline	2.1 Teamwork in the Workplace 2.2 Team Development & Team Diversity 2.3 Team Management 2.4 Opportunities and Challenges to Team Building

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Only external exams

Suggested activities/assignments

1. Presentations on Organizational behaviour as a field
2. Designing and conducting team building exercises for the class

References:

1. Arnold, J., Randall, R., Patterson, F., Silvester, J., Robertson, I., Harris, D., Cooper, C., Burnes, B., & Axtell, C. (2020). *Work psychology: Understanding human behaviour in the workplace*. Pearson Education.
2. Champoux, J. E. (2010). *Organizational Behavior: Integrating individuals, groups and organizations*. Routledge.
3. Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2021). *Organizational behavior: Improving performance and commitment in the workplace* (7th ed.). McGraw-Hill.
4. Greenberg, J. (2019). *Behavior in organizations* (11th ed.). Pearson.
5. Landy, F. J., & Conte, J. M. (2019). *Work in the 21st century: An introduction to industrial and organizational psychology* (6th ed.). Wiley.
6. Kumar, R., & Singh, P. (Eds.). (2022). *Indian cases in organizational behaviour: Insights for leading individuals and teams | Includes real life case studies*. Sage Publications.
7. Rahim, M. A. (2011). *Managing conflict in organizations* (4th ed.). Transaction Publishers.
8. Robbins, S. P., & Judge, T. A. (2025). *Organizational behavior* (19th ed.). Pearson.
9. Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.
10. Schneider, B., & Barbera, K. M. (Eds.). (2014). *The Oxford handbook of organizational climate and culture*. Oxford University Press.
11. गाडेकर, के., रसाळ, पी., दरेकर, डी., डोरमारे, ए. (2012). ओद्योगिक आणि संघटनात्मक मानसशास्त्र. डायमंड पब्लिकेशन

SEMESTER III**3.5 Open Elective Course (OEC)**

Course Title	Health Psychology
Course Credits	2
Course Outcomes	After going through the course, learners will be able to:
	1. Recognize the Foundations of Health Psychology
	2. Evaluate Psychological and Sociocultural Influences on Health
	3. Apply Health-Promoting Strategies and Behavioral Interventions
	4. Analyse the Role of Health Psychology in Healthcare and Social Change
MODULE 1: An Introduction to Health Psychology	
Learning Outcomes	After learning the module, learner will be able to:
	<ol style="list-style-type: none"> 1. Characterize the distinct scope and objectives of health psychology within the broader field of psychology. 2. Categorize the primary biological, psychological, and social factors that influence an individual's health-related behaviors. 3. Compare the central assumptions and predictive utility of major models for explaining and modifying health behavior. 4. Formulate a rationale for integrating psychological principles into clinical health practice based on mind-body interactions.

<p>Content</p> <p>Outline</p>	<p>1.1 Health Psychology – Definitions, Nature & Aims</p> <p>1.2 Introduction to health behaviour- Factors influencing the practice of health behaviour</p> <p>1.3 Models Of Health Behaviour- Biopsychosocial Model of Health Psychology, Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change</p> <p>1.4 Health psychology today, clinical implications. Need, mind- body relationship</p>
<p>Module 2: Primary Prevention & Health Promotion</p>	
<p>Learning Outcomes</p>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Assess the bidirectional relationship between health behaviors and an individual's overall quality of life. 2. Analyze how health outcomes are shaped by developmental, gender, and sociocultural factors across the lifespan. 3. Design a personalized evidence-based plan to improve health by integrating multiple protective behaviors. 4. Critique the ethical and practical implications of using social engineering strategies to influence public health on a population level.
<p>Content</p> <p>Outline</p>	<p>2.1 Quality of life and Health Behaviour</p> <p>2.2 Development and Health, Gender and Health & Sociocultural Factors and Health</p> <p>2.3 Health-promoting behaviours–exercise, healthy diet, sleep, accident prevention, rest, renewal and savouring.</p> <p>2.4 Changing Health through Social Engineering</p>

Only external exam

Suggestions for continuous improvement

1. Presentation on various health behaviour models
2. Case Study of mind-body relationships
3. Movie or Book Review discussing the role of sociocultural factors in health
4. Submitting a report of a successful Health Awareness Campaign

References:

1. Brannon, L., Feist, J., & Updegraff, J. A. (2018). *Health psychology: An Introduction to Behavior and Health* (9th ed.). Cengage Learning.
2. Dimatteo, M. R., & Martin, L. R. (2018). *Health psychology* (2nd ed.). Pearson.
3. Friedman, H. S., & Adler, N. E. (Eds.). (2018). *Foundations of Health Psychology*. Oxford University Press.
4. Hughner, R. S., & Kleine, S. S. (Eds.). (2020). *Health Psychology: Well-being in a Diverse World*. Routledge.
5. Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). *Health Psychology: Theory, Research and Practice* (5th ed.). SAGE Publication
6. Ogden, J. (2019). *Health psychology: A textbook* (6th ed.). McGraw-Hill Education.
7. Sarafino, E. P., & Smith, T. W. (2019). *Health psychology: Biopsychosocial interactions* (10th ed.). Wiley.
8. Schneiderman, N. (Ed.). (2024). *APA Handbook of Health Psychology* (Vols. 1–3). American Psychological Association.
9. Straub, R. O. (2019). *Health psychology: A Biopsychosocial Approach* (6th ed.). Worth Publishers.
10. Taylor, S. E. (2017). *Health psychology* (10th ed.). McGraw-Hill Education.
11. गाडेकर, के. (2020). आरोग्याचे मानसशास्त्र. डायमंड पब्लिकेशन.
12. राजहंस, मानसी (2020). संघटना मानसशास्त्र. उन्मेष प्रकाशन

SEMESTER III**3.7****Major Core**

Course Title	Life Span Psychology
Course Credits	2
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> 1. Distinguish and integrate the core principles of the biopsychosocial and contextual models of lifespan development. 2. Evaluate contemporary research on developmental plasticity, from neurobiological mechanisms to socio-emotional resilience. 3. Analyse how development is shaped by nested ecological systems, including culture, family, and historical period. 4. Apply lifespan theories to propose evidence-based solutions or analyses for contemporary developmental challenges.
Module 1 (Credit 1) The Developing Person: Foundations of Biopsychosocial Plasticity	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Explain the mechanisms of gene-environment interplay (epigenetics, GxE) and their lifelong implications. 2. Describe key periods of brain development and neural plasticity from infancy through late adulthood. 3. Analyse how foundational processes in infancy and childhood (e.g., attachment, temperament) establish pathways for later adaptation. 4. Apply the principle of developmental plasticity to evaluate interventions aimed at optimizing outcomes across the lifespan.
Content Outline	<p>1.1 Beyond Nature vs. Nurture – Core assumptions of lifespan perspective, Epigenetics & Gene – Environment interaction.</p> <p>1.2 The Plastic Brain Across the Lifespan – Synaptic pruning and experience-expectant plasticity, adolescent brain remodeling, neurogenesis & cognitive reserve in aging.</p> <p>1.3 Foundational Pathways from Infancy to Childhood – Individual differences,</p>

	attachment theory, self-regulation. 1.4 Critical Transitions in Biopsychosocial Health – Puberty, stress & resilience biomarkers, aging theories
Module 2 (Credit 1) The Person in Context: Culture, Relationships, and the Life Course	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Apply Bronfenbrenner’s Bioecological Model to Analyse a developmental outcome. 2. Evaluate the role of culture, socioeconomic status, and historical time in shaping identity, cognition, and social norms. 3. Analyse the evolving nature and developmental impact of key relationships (family, peers, mentors, partners). 4. Critique the universality of developmental stages and milestones using a sociocultural lens.
Content Outline	2.1 The Ecology of Development - Bronfenbrenner’s Bioecological Model, Family Systems and Dynamics, The Digital Macrosystem. 2.2 The Culturally Situated Mind - Vygotsky’s Sociocultural Theory, Culture, Language, and Cognitive Development, Cross-Cultural Perspectives on Attachment and Independence. 2.3 Identity and Relationships in a Social World - Adolescence and Emerging Adulthood, Gender and Ethnic-Racial Identity, Cultural Scripts for Adulthood 2.4 The Social Dimensions of Aging and Endings – Cultural variations, social convoy theory, relationships and death in old age/

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. A case study (e.g., the long-term outcomes of early childhood adversity or the impact of cognitive training in older adults) using the biopsychosocial and plasticity frameworks learned in the module 1.
2. Design an intervention, program, or educational resource (e.g., a community workshop, a school-based program, a guide for new parents) for a specific developmental group. The proposal must explicitly use the contextual/ecological theories from the module to justify its design.

References:

1. Baltes, P. B., & Singer, T. (Eds.). (2021). *The plasticity of human development: Evidence from lifespan psychology*. Springer.
2. Berk, L. E. (2023). *Exploring lifespan development* (5th ed.). Pearson.

3. Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. SAGE Publications.
4. Crain, W. (2022). *Theories of development: Concepts and applications* (8th ed.). Routledge.
5. Dahl, R. E. (2023). *The developmental science of adolescence: History through autobiography*. Psychology Press.
6. Erikson, E. H., & Erikson, J. M. (1998). *The life cycle completed*. W. W. Norton & Company.
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9. Lillard, A. S. (2023). *Montessori: The science behind the genius* (3rd ed.). Oxford University Press.
10. Overton, W. F., & Molenaar, P. C. M. (Eds.). (2022). *Handbook of child psychology and developmental science: Theory and method* (8th ed., Vol. 1). Wiley.
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12. Kale, S. (2018). *Balyavaishyak Manashastra*. Diamond Publications.

SEMESTER IV**4.1 Major Core**

Course Title	Psychology of Interpersonal & Group Processes
Course Credits	4
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> 1. Analyse and link facets of human behaviour with membership to various groups 2. Formulate ways to reduce aggression in their daily lives 3. Develop insights on being mindful of situations of conformity, destructive obedience and compliance 4. Utilise relational webs to enhance subjective well-being
Module 1 (Credit 1) Fundamentals of Group Dynamics	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Classify group types by analyzing their defining structural and psychological characteristics. 2. Predict how the presence of a group influences individual performance and collective decision-making processes. 3. Assess the factors that determine an individual's level of conformity to group norms and pressures. 4. Diagnose the situational and motivational factors that foster competition versus cooperation within a group.
Content Outline	<ol style="list-style-type: none"> 1.1 Definition, Types and characteristics of groups 1.2 Effects of groups on performance & decision making 1.3 Conforming to group norms 1.4 Competition and cooperation in groups
Module 2 (Credit 1) Influences on Behaviour	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Apply theories of obedience to analyze the dynamics and conditions that lead individuals to comply with authority figures. 2. Deconstruct common social compliance tactics by identifying their underlying psychological principles. 3. Evaluate how situational factors, such as the presence of a crowd,

	<p>inhibit or facilitate prosocial intervention.</p> <p>4. Compare the motivational influences, from altruistic to egoistic, that drive decisions to offer or withhold help.</p>
Content Outline	<p>2.1 Influences of Authority figures: Obedience</p> <p>2.2 Influence of compliance tactics</p> <p>2.3 Influence of crowds on helping behaviour: Bystander effects</p> <p>2.4 Reasons and influences on helping behaviours</p>
Module 3 (Credit 1) Aggression	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Distinguish between key theoretical perspectives on aggression based on their proposed primary causes. 2. Differentiate between biological, social learning, and personal determinants that increase the likelihood of aggressive behavior. 3. Analyze how specific situational triggers and cultural norms can instigate or legitimize aggressive acts. 4. Propose evidence-based interventions aimed at preventing or reducing aggression at individual and societal levels.
Content Outline	<p>3.1 Definition and Perspectives</p> <p>3.2 Basic and Social and Personal Causes of Aggression</p> <p>3.3 Situational and Cultural Causes of Aggression</p> <p>3.4 Prevention and Control of Aggression</p>
Module 4 (Credit 1) Relational Aspects of our Social World	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Analyze how internal factors (e.g., similarity) and external circumstances (e.g., proximity) shape interpersonal attraction and initial liking. 2. Identify the key interactive processes (e.g., communication, conflict resolution) that determine relationship development and maintenance. 3. Evaluate the direct and mediating effects of social relationships on individual mental and physical health outcomes. 4. Formulate social-level interventions that leverage community and relational support to mitigate the negative impacts of stress.

Content Outline	<p>4.1 Internal and External Determinants of Liking</p> <p>4.2 Aspects of Interaction Determining Relationships</p> <p>4.3 Impact of Social relationships of Personal Wellbeing</p> <p>4.4 Social measures to decrease effects of Stress</p>
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Group presentation on human behaviour based on group membership – 10 marks
2. Group plays exemplifying different types of group interactions – 5 marks
3. Book or Film reviews on aggression – 10 marks
4. Field experiments on factors affecting interpersonal attraction – 15 marks
5. Group project on counteracting stress through policy intervention. – 10 marks

References:

1. Aronson, E., Wilson, T. D., Sommers, S. R., Page-Gould, E., & Lewis, N., Jr. (2023). *Social Psychology* (11th ed.). Hoboken, NJ: Pearson.
2. Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology* (15th global ed.). Harlow, England: Pearson.
3. Baumeister, R. F., & Bushman, B. J. (2020). *Social Psychology and Human Nature* (5th ed.). Boston, MA: Cengage Learning.
4. Crawford, L. A., & Novak, K. B. (2024). *Individual and Society: Sociological Social Psychology* (3rd ed.). New York: Routledge.
5. Crisp, R. J., Turner, R. N., & Meleady, R. (2024). *Essential Social Psychology* (5th ed.). Thousand Oaks, CA: Sage Publications.
6. Collett, J. L., DeLamater, J. D., & Hotlin S. (2024). *Social Psychology* (10th ed.). New York: Routledge.
7. Dickerson, P. (2024). *Social Psychology: Traditional and Critical Perspectives*. (2nd ed.). Thousand Oaks, CA: Sage Publications.
8. Franzoi, S., & Oswald, D. L. (2021). *Social Psychology* (8th ed.). Redding, CA: BVT Publishing.
9. Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2023). *Social Psychology* (6th ed.). New York: W. W. Norton & Co.
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11. धोरमारे, ए., द्रासल, पी. (2015). सामाजिक मानसशास्त्र. हीअरसन पब्लिकेशन्स.
12. गाडेकर, के. (2003). प्रगत सामाजिक मानसशास्त्र. प्रशांत पब्लिकेशन्स.

SEMESTER IV**4.2****Major Core**

Course Title	Introduction to Psychological Testing and Assessment
Course Credits	4
Course Outcomes	After going through the course, learners will be able to:
	1. Develop an understanding about basic concepts of psychological testing
	2. Explain the ethical, cultural factors affecting testing situation
	3. Describe the characteristics of a psychological test
	4. Categorize specific assessment tools and their uses
MODULE 1: INTRODUCTION OF PSYCHOLOGICAL TESTS	
Learning Outcomes	After learning the module, learners will be able to:
	<ol style="list-style-type: none"> 1. Differentiate between the core purposes, formats, and applications of major categories of psychological tests. 2. Trace the historical development of testing and map its contemporary scope across various professional settings. 3. Evaluate how factors such as cultural bias, administration conditions, and examiner effects can influence test validity. 4. Defend the necessity of key ethical standards (e.g., competence, confidentiality, informed consent) in the responsible use of psychological assessments
Content Outline	<p>1.1 Psychological Test & Assessment - Definition and types</p> <p>1.2 History, Scope & Types of Psychological Test</p> <p>1.3 Factors affecting testing</p>

	1.4 Ethical considerations in Psychological Testing
Module 2: Principles of Psychological Testing	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Outline the core stages of standardized test development, including the role of item analysis. 2. Distinguish between the primary types of reliability by analyzing the specific sources of error each addresses. 3. Contrast the major forms of validity by assessing the different kinds of evidence required to support a test's intended use. 4. Select the appropriate type of norm for interpreting a test score based on the characteristics of the reference group.
Content Outline	<p>2.1 Test development & Item Analysis</p> <p>2.2 Reliability: Concept & Types</p> <p>2.3 Validity: Concept & Types</p> <p>2.4 Norms: Concept & Types</p>
Module 3: Testing of Intelligence, Interest & Aptitude	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Compare the major theories, historical frameworks, and contemporary instruments used in the standardized assessment of intelligence. 2. Contrast the conceptualization and measurement of intelligence with the assessment of specific aptitudes using prominent testing batteries. 3. Evaluate the structure and intended applications of comprehensive psychoeducational test batteries for assessing learning and development. 4. Interpret the purpose and outputs of vocational interest inventories for guiding career and educational planning.

<p>Content Outline</p>	<p>3.1 Intelligence: Introduction, Stanford Binet Scales (5 th ed), Wechsler Scales- WAIS V & WISC V, Raven’s Progressive Matrices.</p> <p>3.2 Aptitude: Nature, Differential Aptitude Test ,General Aptitude test battery</p> <p>3.3 Psychoeducational test batteries - The Kaufman’s Assessment battery for Children</p> <p>3.4 Interest Inventory - Strong’s Interest Inventory</p>
<p>Module 4 (Credit 1): Personality & Neuropsychoo assessment</p>	
	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Contrast the theoretical foundations and psychometric properties of major objective and projective personality assessment techniques. 2. Design a multi-method behavioral assessment plan by selecting appropriate tools for specific clinical questions. 3. Select and justify the use of a specific neuropsychological assessment battery based on a referral question regarding cognitive functioning. 4. Evaluate the relative strengths and limitations of different assessment methodologies within a case-based context. <hr/> <p>4.1 Introduction to Personality Assessment Objective Personality Tests (MMPI, 16PF, NEO-PI),</p> <p>4.2 Projective Techniques (Rorschach Inkblot, TAT, Sentence Completion)</p> <p>4.3 Behavioural Assessment : Nature, Rating Scale, Situational, Self-Monitoring, Role Play, Observation & Psycho physiological method</p> <p>4.4 Neuropsychological Assessment: Nature, Luria-Nebraska, Bender Visual-Motor, Halstead-Reitan Battery</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- 1 Presentation on application of psychometric tests – 10 marks
- 2 Administer and interpret any standardised psychological test – 15 marks
- 3 Create an Information booklet on psychological tests and assessment used in various settings – 10 marks
- 4 Choose **ONE** psychological test from our syllabus. Create a simple, visually clear poster or fact sheet to explain it. Use boxes, icons, or bullet points—no long paragraphs. – 15 marks

References:

1. Cohen, R.J., & Swerdlik, M.E. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th Ed.). New York: McGraw- Hill.
2. Anastasi, A., & Urbina, S. (2003). Psychological testing. (7th ed). New Delhi: Prentice – Hall of India Pvt. Ltd.
3. Gary Groth-Marnat (2016) Handbook of Psychological Assessment (6th Ed), John Wiley & Sons, Inc.
4. Kaplan, R.M. and Saccuzzo, D.P. (2018). Psychological Testing: Principles, Applications, and Issues (9th Ed.) Wadsworth, Cengage.
5. Gregory, R. J. (2014). Psychological testing: History, principals and applications. (6th ed.) Boston: Pearson Education.
6. Murphy, K. R., & Davidshofer, C. O. (2019). Psychological Testing: Principles and Applications. 6th ed., New Delhi: Pearson.
7. Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment. (12th ed). New Delhi: Pearson Education.
8. Husain, A. (2012). Psychological testing. New Delhi, India: Pearson Education.
9. Miller, L. A., Lovler, R. L., & McIntire, S. A. (2013). Psychological Testing: A Practical Approach. New Delhi: Sage Publications.
10. Awati, S. P., & Kulkarni, P. S. (Eds.). (2022). Manassik parikshan: Siddhant ani prayog [*Psychological testing: Theory and practice*]. Mehta Publishing House.
11. Singh, A.K. (1997). Test, measurements, and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors

SEMESTER IV

4.3

Minor

Course Title	Psychology of Happiness
Course Credits	4
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> 1. Explain the key ingredients of happiness as identified by psychological science, moving beyond common myths. 2. Identify the internal (thoughts, behaviors) and external (relationships, culture) factors that influence personal well-being. 3. Apply evidence-based techniques and "happiness exercises" to their own lives to enhance their well-being. 4. Develop a personalized and sustainable action plan for cultivating happiness and resilience.
Module 1 (Credit 1) What is Happiness?	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between feeling good (pleasure) and living a meaningful life (purpose). 2. Debunk common myths about what will make them happy (e.g., money, fame, perfect looks). 3. Understand the concept of the "happiness set-point" and why it matters. 4. Recognize that happiness is a skill that can be practiced.
Content Outline	<ol style="list-style-type: none"> 1.1 Pleasure vs. Purpose: The Two Sides of Happiness. 1.2 Myths of Happiness: "I'll be happy when..." and Why We're Often Wrong. 1.3 The Happiness Set-Point: Why You Return to Your Baseline and How to Change It. 1.4 Happiness as a Habit: Introducing the idea of practice over genetics.
Module 2 (Credit 1) The Building Blocks of a Happy Mind	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify how their thinking patterns (mindset, self-talk) impact their mood. 2. Practice simple techniques to cultivate gratitude, optimism, and self-compassion. 3. Understand the power of mindfulness to reduce stress and increase present-

	<p>moment joy.</p> <p>4. Apply strategies to get "in the zone" or experience "flow" in daily activities.</p>
Content Outline	<p>2.1 Taming Your Inner Critic: The Role of Thoughts and Self-Compassion.</p> <p>2.2 The Grateful Brain: Practical Exercises in Thankfulness.</p> <p>2.3 Being Present: An Introduction to Mindfulness for Daily Life.</p> <p>2.4 Finding Flow: How to Get Engaged in Your Work and Hobbies.</p>
Module 3 (Credit 1) Building a Happy Life: Relationships and Lifestyle	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the profound impact of social connections and community on well-being. 2. Evaluate how their use of time and money aligns (or doesn't) with their happiness goals. 3. Understand the science behind the body-mind connection (sleep, exercise, nutrition). 4. Discover their personal strengths and explore how to use them more often.
Content Outline	<p>3.1 Social Fitness: Why Relationships are the Cornerstone of Happiness.</p> <p>3.2 Your Time and Money: Spending in Ways that Promote Well-being.</p> <p>3.3 The Body-Mind Connection: Sleep, Movement, and Food for Mood.</p> <p>3.4 What's Strong with you? Identifying and Using Your Signature Strengths</p>
Module 4 (Credit 1) Happiness in the Real World: Challenges and Culture	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Develop strategies to build resilience and navigate life's inevitable setbacks. 2. Compare and contrast cultural views on happiness, with a focus on Indian perspectives. 3. Understand how to find meaning and purpose in their own lives. 4. Synthesize course learnings into a coherent personal plan.
Content Outline	<p>4.1 Bouncing Back: An Introduction to Resilience and Coping with Stress.</p> <p>4.2 Indian Ideas of Happiness: Exploring <i>Santosh</i> (Contentment) and <i>Sukha</i>.</p> <p>4.3 Crafting a Life of Meaning: Connecting to Something Bigger Than Yourself.</p> <p>4.4 Putting It All Together: Creating Your Personal Happiness Plan.</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Maintain a gratitude diary for one month and describe effects on self and world view at the end. (15 marks).
2. Challenge an existing happiness myth using a PowerPoint presentation. (15 marks)
3. A brief report of at least 1500 words on how Indian cultural values influence the experience of happiness (20 marks)

References:

1. Ben-Shahar, T. (2007). *Happier: Learn the secrets to daily joy and lasting fulfillment*. McGraw-Hill.
2. Brown, B. (2010). *The gifts of imperfection: Let go of who you think you're supposed to be and embrace who you are*. Hazelden Publishing.
3. Deshpande, V. (2018). *Ānandaśāstra: Sukhī Jīvañcā Sādāsiva*. Mehta Publishing House. (मराठी पुस्तक - Marathi Book)
4. Haidt, J. (2006). *The happiness hypothesis: Finding modern truth in ancient wisdom*. Basic Books.
5. Joshi, S. (2015). *Sukha Cintana: Ek Manaśāstriya Vyasanga*. Rajhans Publications. (मराठी पुस्तक - Marathi Book)
6. Lyubomirsky, S. (2007). *The how of happiness: A scientific approach to getting the life you want*. The Penguin Press.
7. Santos, L. (Host). (2023). *The science of well-being*. The Happiness Lab Podcast. (Note: While a podcast, its accompanying course materials are book-like and highly accessible. A transcript or guide could be used as a "text").
8. Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
9. Sinek, S. (2017). *Find your why: A practical guide for discovering purpose for you and your team*. Portfolio/Penguin.
10. Yukawa, H., & Mogi, K. (2017). *Ikigai: The Japanese secret to a long and happy life*. Penguin Life.

SEMESTER IV**4.4 Vertical Name - OEC**

Course Title	Media Psychology
Course Credits	2
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> 1. Explain psychological theories related to media effects and consumption. 2. Analyse the cognitive, emotional, and behavioral impacts of media.
Module 1 (Credit 1) Introduction to Media Psychology	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Outline the development and core focus of media psychology as a distinct field of study. 2. Analyze how various media forms influence perceptual processes and attention. 3. Compare prominent theories that explain the mechanisms of media effects on individuals and society. 4. Assess the psychological functions and impacts of media consumption in daily routines.
Content Outline	<p>1.1 Definition, Scope and History of Media Psychology</p> <p>1.2 Media and Human Perception</p> <p>1.3 Theories of Media Effects</p> <p>1.4 The role of media in everyday life</p>
Module 2 (Credit 1) Title :- Cognitive and Emotional Effects of Media	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Distinguish between the primary cognitive and emotional outcomes resulting from different types of media exposure. 2. Evaluate the proposed impact of entertainment media (e.g., films, games) on shaping specific attitudes and behavioral scripts. 3. Analyze key ethical dilemmas arising from contemporary media practices from both creator and audience perspectives. 4. Anticipate the potential psychological implications of emerging media technologies on social interaction and identity.
Content Outline	<p>2.1 Cognitive and Emotional Effects of Media</p> <p>2.2 The influence of entertainment media on behavior and</p>

	attitudes
	2.3 Ethical considerations in media production and consumption
	2.4 The future of media psychology: AI, VR, and the Metaverse

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Only external exams. Suggestions for evaluations:

Choose any two -

1. Discussion on the Theories of Media Effects.
2. Reels on Impact of entertainment media.
3. Interview 2 people to learn about any Cognitive and Emotional Effects of Media on them.
4. Group activity - Campaign on Ethical Consideration in Media Production.

References:

1. Haidt, J. (2024). *The anxious generation: How social media creates a mental health crisis*. Penguin Press.
2. Howard, P. N. (2023). *Lies, damned lies, and social media: Misinformation and democracy*. Oxford University Press.
3. Kim, Y. (2021). *Digital well-being: Managing screen time and mental health in the digital age*. Routledge.
4. Nabi, R. L., & Oliver, M. B. (Eds.). (2020). *The SAGE handbook of media processes and effects*. SAGE Publications.
5. Rich, G. J. (2024). *Handbook of media psychology: The science and the practice*. Springer.
6. Vorderer, P., & Klimmt, C. (2023). *The psychology of entertainment media: The impact of digital storytelling on emotions and behavior*. Taylor & Francis.
7. Ward, A. F. (2022). *Digital distraction and the cognitive impact of media multitasking*. Oxford University Press.
8. Weimann, G. (2023). *Misinformation and media: The role of fake news in shaping public opinion*. Cambridge University Press.
9. Williams, K. D. (2021). *Social exclusion in digital spaces: The psychological impact of online interactions*. American Psychological Association.
10. Wilson, R. T. (2023). *Virtual reality, AI, and the metaverse: The future of media psychology*. MIT Press.
11. धरुरकर, च. (2024). *अभिव्यक्तिस्वातंत्र्य - प्रसारमाध्यमे आणि कायदा*. अमेझॉन इंडिया
12. पवार, वि. (2023). *विदर्भ आणि मीडिया*. फ्लिपकार्ट.

SEM-IV

4.5. SEC

Course Title	Conflict Management
Course Credits	2
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the nature of conflict and dynamics of the conflict process. 2. Promote constructive conflict in professional environments 3. Analyse essential conflict resolution strategies. 4. Develop conflict management skills for handling conflicts in various settings, both personal and professional life.
Module 1 (Credit 1) Introduction to Conflict	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Characterize workplace conflict by differentiating it from general disagreement or competition. 2. Classify a given conflict by its organizational level and its underlying type. 3. Diagnose the probable source of a workplace conflict and predict common initial response styles. 4. Weigh the potential functional and dysfunctional outcomes of conflict for teams and organizations.
Content Outline	<ol style="list-style-type: none"> 1.1 Definition of Conflict 1.2 Levels and types of Conflict 1.3 Common Sources and Response to Conflict at Workplace 1.4 Benefits and Challenges of Conflicts
Module 2 (Credit 1) Conflict Resolution and Management	

Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Map the progression of a conflict through its distinct developmental stages. 2. Contrast personal predispositions and habitual approaches individuals take toward conflict situations. 3. Select an appropriate resolution or negotiation strategy based on the context and goals of a specific conflict. 4. Construct a personal action plan for managing an ongoing interpersonal conflict using a principled framework.
Content Outline	<ol style="list-style-type: none"> 2.1 The Conflict Process 2.2 Approaches To Conflict 2.3 Conflict Resolution Strategies 2.4 Application of Conflict Management in Daily Life

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Only external exam. Suggestion for evaluations:

1. Case studies of workplace violence and their types
2. Role-Playing the resolution of a conflict with a clear presentation of the conflict process
3. Group Discussion

References:

1. Algert, N. T., Yep, C. L.-H., Rogers, K. S., & Stanley, C. A. (2021). *Conflict management and leadership development using mediation*. Information Age Publishing.
2. Baron, R. A. (1997). Positive effects of conflict: Insights from social cognition. In C. K. W. De Dreu & E. Van de Vliert (Eds.), *Using conflict in organizations* (pp. 177–191). Sage.
3. Canary, D. J., & Messman, S. J. (2000). Relationship conflict. In C. Hendrick & S. S. Hendrick (Eds.), *Close relationships: A sourcebook* (pp. 261–270). Sage.
4. Capobianco, S., Davis, M., & Kraus, L. (2005). *Managing conflict dynamics: A practical approach*. Eckerd College.
5. Jandt, F. E. (2020). *Conflict and communication* (2nd ed.). Cognella Academic Publishing.
6. McCorkle, S., & Reese, M. J. (2021). *Personal conflict management: Theory and practice* (2nd ed.). Routledge.
7. Miles, R. (1980). *Macro organizational behaviour*. Scott Foresman.
8. Robbins, S. P., & Sanghi, S. (2010). *Organizational behaviour*. Pearson Education.

9. Thomas, K. (1976). Conflict and conflict management. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 889–935). Rand McNally.
10. Westmaas, L., & Carson, K. (n.d.). *Conflict management: Perspectives for the Canadian workplace*. Fanshawe College Pressbooks. [URL if applicable]
11. Zartman, I. W., & Vuković, S. (2023). *Rethinking conflict resolution and management*. Edward Elgar Publishing.
12. सहस्रबुद्धे, जे.व्ही. (2010). शंका समाधान. धार्मिक प्रकाशन संस्था.

SEMESTER IV**4.7****Minor**

Course Title	Community Psychology
Course Credits	2 credits
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> 1. Explain the foundational theories, values, and ecological perspective of Community Psychology. 2. Apply core community psychology concepts to Analyse real-world social issues and community dynamics.
Module 1 (Credit 1) Foundations and Frameworks of Community Psychology	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Define Community Psychology and differentiate it from allied disciplines using its core values. 2. Apply the ecological model to Analyse a social issue at multiple systemic levels. 3. Analyse community dynamics using the concepts of Sense of Community (SOC) and empowerment. 4. Distinguish between prevention models and outline the ethical principles of community-based work.
Content Outline	<ol style="list-style-type: none"> 1.1. Introduction and Core Values: Definition, historical context, and guiding principles (social justice, empowerment, prevention, wellness). 1.2. Ecological Systems Theory: Application of Bronfenbrenner's model (micro, meso, exo, macro, chrono systems) to community issues. 1.3. Core Analytical Concepts: Psychological Sense of Community (SOC) and Empowerment as tools for understanding community strengths and challenges. 1.4. Foundations of Intervention & Ethics: Overview of the public health prevention model and key ethical considerations (participation, cultural competence, power).
Module 2 (Credit 1) Application in the Indian and Urban Context	
Learning Outcomes	After studying the module learners will be able to:

	<ol style="list-style-type: none"> 1. Critique the impact of social structures (caste, gender, class) on community mental health and cohesion. 2. Analyse the challenges and resilience factors in urban communities, using Mumbai as a case study. 3. Evaluate the role of cultural assets and informal support systems in fostering community resilience. 4. Design a basic, conceptually sound outline for a community-level response to a identified local issue
Content Outline	<ol style="list-style-type: none"> 2.1. Social Structures and Community Well-being: Analysis of caste, gender, and economic class as macrosystem determinants of health and social capital in India. 2.2. Urban Community Dynamics: Examination of migration, housing (e.g., slum communities), and urban poverty in Mumbai; focus on community-led initiatives and advocacy. 2.3. Cultural Resources and Collective Resilience: The role of local traditions (<i>warkari</i>, festivals), folk forms, and self-help groups (SHGs) as mechanisms for social support and empowerment. 2.4. Towards Community Action: Synthesizing course concepts to propose a foundational, strengths-based approach to a local issue (e.g., waste management, youth engagement, elder support).

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Ecological Analysis of a Local Issue: 25 marks

Select a social issue observed in your local college or neighbourhood (e.g., lack of recreational space, academic stress, garbage disposal). Conduct an ecological analysis by describing the issue at two different systemic levels (e.g., individual/peer level and institutional/policy level). Propose one community-level suggestion for prevention or improvement.

2. Community Asset Map and SOC Profile: 25 marks

Create a simple asset map of a defined community you belong to (e.g., your college class, housing society, cultural club). Identify 4-5 key assets (people, places, organizations, traditions). Write a brief profile assessing its Sense of Community (SOC) based on two components of the McMillan & Chavis model, noting one strength and one area for growth.

References:

1. Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community psychology: Linking individuals and communities* (2nd ed.). Wadsworth/Thomson Learning.

2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., & Elias, M. J. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). American Psychological Association.
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11. Deshmukh, D. (2015). *Gramin Vikas ani Manasik Arogya* [ग्रामीण विकास आणि मानसिक आरोग्य]. Rajhans Prakashan.

SEMESTER- V

5.1.

Major core

Course Title	Practicals in Experimental Psychology
Course Credits	4
Course Outcomes	After completing this course learners will be able to:
	1. Explain key concepts and methods used in experimental psychology and psychophysics.
	2. Differentiate and apply appropriate experimental designs and control techniques.
	3. Conduct and analyze basic experiments in learning, psychophysics, and transfer of training.
	4. Interpret experimental results and present findings using scientific reasoning.
Module 1 (Credit 1) Introduction to Experimental Psychology and Designing	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <p>1. Define and describe key concepts in experimental research, including hypotheses and types of variables.</p> <p>2. Differentiate the experimental method from other research methods.</p> <p>3. Classify and explain various experimental designs used in psychological research and analyze the importance of control in experimentation.</p> <p>4. Design and justify simple psychological experiments using appropriate variables and experimental designs.</p>
Content Outline	<p>1.1. Introduction, Hypothesis and Types of variables</p> <p>1.2. Experimental method vs other research methods and control in experimentation.</p> <p>1.3. Types of Experimental Designs</p> <p>1.4. Application of Designs- Designing any 2 experiments (Internal Assessment)</p>
Module 2 (Credit 1) Psychophysics	

Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Define and describe Basic concepts in Psychophysics, including thresholds and sensory measurement. 2. Differentiate major psychophysical methods and identify common sources of error. 3. Explain principles of modern psychophysics, including Signal Detection Theory. 4. Design and conduct simple psychophysical experiments and accurately interpret their results.
Content Outline	<ol style="list-style-type: none"> 2.1. Introduction and Basic concepts in Psychophysics 2.2. Methods and Errors in Psychophysics 2.3. Modern Psychophysics- Signal Detection Theory 2.4. Any 2 Experiments based on Psychophysics
Module 3 (Credit 1) Learning	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Define and classify major types of learning and interpret basic learning curves. 2. Explain methods of verbal learning, attributes of learning, and the serial position curve. 3. Analyze the concept of transfer of training and its applications in learning situations. 4. Conduct and evaluate experiments related to learning processes and transfer of training.
Content Outline	<ol style="list-style-type: none"> 3.1. Meaning, Nature & Types of Learning and learning Curves 3.2. Types of learning curves and its application. 3.3. Methods of verbal learning and Attributes of verbal learning material 3.4. Experiments based on any 3 types of learning.
Module-4 (Credit 1) Transfer of Training	

Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1.Explain the concept of transfer of training and analyze the factors that influence it. 2.Describe the serial position curve and justify its underlying psychological rationale. 3.Summarize the neurological basis of learning and relate it to behavioral outcomes. 4.Conduct and interpret experiments on transfer of training, serial position effects, and isolation effects.
Content Outline	<ol style="list-style-type: none"> 4.1 Transfer of training and factors affecting transfer 4.2. Serial Position Curve and rationale 4.3. Neurological Basis of learning 4.4. Experiment on Transfer of Training, Serial Position Curve, Isolation effect

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Assignments 3 & 6 are compulsory.

- 1 Designing an experiment with 2 variables – 5 marks
- 2 Presentation on any one experiment of their choice other than ones prescribed in syllabus – 5 marks
- 3 Conduction of internal and external exam - 25 marks
- 4 Practical Performance - 10 marks
- 5 Vivas- 10 marks
- 6 Journal Submission - 15 marks

Journal Format (APA 7th Edition)

1. Title
2. Introduction (theory + rationale)
3. Method (participants, tools, procedure)
4. Results
5. Discussion
6. Applications
7. References (APA 7th)

8. Appendix- PTQ's, Tables, Graphs

References:

1. Broota, K. D. (2020). *Experimental design in behavioural research*. New Age International.
2. Chestor, D. (2019). *Experimental methods in psychology*. Aster Publishing.
3. Christensen, L. (2012). *Experimental methodology*. Pearson.
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15. Snodgrass, J. G., Berger, G. L., & Haydon, M. (1985). *Human experimental psychology*. Oxford University Press.
16. Solso, R. L., & MacLin, M. K. (2008). *Experimental psychology: A case approach*. Dorling Kindersley.
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SEMESTER V**5.2****Major Core**

Course Title	Clinical Psychopathology
Course Credits	4
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> 1. Analyse the symptoms of psychosis on the schizophrenia spectrum 2. Examine Personality and Substance-Related Disorders 3. Assess Major Neurocognitive Disorders 4. Apply Treatment Modalities and Legal Knowledge
Module 1 (Credit 1) Schizophrenia Spectrum	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate schizophrenia symptom dimensions 2. Distinguish schizophrenia spectrum disorders 3. Analyse causal factors 4. Outline treatment approaches
Content Outline	<p>1.1 Clinical Features of Schizophrenia: Positive and Negative Symptoms 1.2 Schizophrenia Spectrum: Schizoaffective, Schizophreniform, and Delusional Disorder 1.3 Biological, Psychological and Sociocultural causes 1.4 Treatment Approaches</p>
Module 2 (Credit 1) Personality and Substance-Related Disorders	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Classify personality disorder clusters 2. Analyse borderline and narcissistic personality pathology 3. Diagnose substance use disorders 4. Evaluate addiction treatment strategies.
Content Outline	<p>2.1 Cluster A Personality Disorders: Paranoid, Schizoid, Schizotypal 2.2 Cluster B Personality Disorders: Antisocial, Borderline, Histrionic, Narcissistic 2.3 Cluster C Personality Disorders: Avoidant, Dependent, Obsessive-Compulsive</p>

	2.4 Substance-Related and Addictive Disorders: Alcohol, Stimulants, and Opioids
Module 3 (Credit 1) Major Neurocognitive Disorders	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Trace Alzheimer's disease progression 2. Differentiate vascular neurocognitive disorder 3. Identify Lewy body dementia features 4. Describe dementia assessment and management
Content Outline	3.1 Major Neurocognitive Disorder due to Alzheimer's Disease 3.2 Vascular and Frontotemporal Neurocognitive Disorders 3.3 Neurocognitive Disorder due to Lewy Body and Parkinson's Disease 3.4 Assessment, Management, and Caregiver Support in Dementia
Module 4 (Credit 1) Treatment Modalities and Legal Frameworks	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Compare major psychotherapeutic approaches 2. Explain group and family therapy applications 3. Classify psychopharmacological treatments 4. Analyse mental healthcare legislation and ethics
Content Outline	4.1 Psychotherapeutic Approaches: Psychodynamic, Humanistic, and CBT 4.2 Group, Family, and Third-Wave Therapies (DBT, Mindfulness) 4.3 Biomedical Treatments: Psychopharmacology and Brain Stimulation Therapies 4.4 Legal and Ethical Issues: The Mental Healthcare Act (2017) and Patient Rights

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Case studies of celebrities with diagnosed mental illness (10 marks)
2. Identify side effects of specific psychiatric medicines (15 marks)
3. Interview a senior citizen and identify possible psychiatric symptoms. (15 marks)
4. Suggest a treatment program for any addiction in teenagers. (10 marks).

References:

1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.).

2. Ahuja, N. (2011). *A short textbook of psychiatry* (7th ed.). Jaypee Brothers Medical Publishers.
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4. Barkley, R. A. (2015). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). The Guilford Press.
5. Butcher, J. N., Hooley, J. M., & Nock, M. K. (2020). *Abnormal psychology* (18th ed.). Pearson.
6. Corey, G. (2021). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
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8. Foa, E. B., Hembree, E. A., & Rothbaum, B. O. (2019). *Prolonged exposure therapy for PTSD: Emotional processing of traumatic experiences* (2nd ed.). Oxford University Press.
9. Linehan, M. M. (2015). *DBT skills training manual* (2nd ed.). The Guilford Press.
10. Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). The Guilford Press.
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12. Volkmar, F. R., Reichow, B., & McPartland, J. C. (Eds.). (2022). *Adolescents and adults with autism spectrum disorders*. Springer.

SEMESTER V**5.3 IKS**

Course Title	Mindfulness Psychology
Course Credits	2 credits
Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none"> 1. Analyse the science of mindfulness 2. Associate the relation between mindfulness and health
Module 1 (Credit 1)- The Science of Mindfulness	
Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none"> 1. Evaluate the scientific nature of mindfulness 2. Connect mindfulness and the brain 3. Relate mindfulness with physiology 4. Comprehend the cognitive and emotional benefits of mindfulness
Content Outline	1.1 The Evolution of mindfulness science 1.2 The neurobiology of mindfulness meditation 1.3 Biological pathways linking mindfulness with health. 1.4 Cognitive and emotional benefits of mindfulness
Module 2 (Credit 1) – Mindfulness Based Interventions	
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Describe uses of mindfulness in healthy populations 2. Apply mindfulness to younger populations 3. Describe mindfulness-based techniques to enhance functioning 4. Relate presence to mindfulness
Content Outline	2.1 Mindfulness based stress reduction for healthy stressed adults 2.2 Mindfulness training for children and adolescents

	<p>2.3 Mindfulness training to enhance positive functioning</p> <p>2.4 The science of presence: a central mediator of the interpersonal benefits of mindfulness</p>
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Regular attendance and active participation in class discussions and activities.
2. Mindfulness practice for 90 days with a pre and post analysis using a standardized test.
3. Build a Mindfulness Buddy and provide a detailed report of the outcomes at the end of the semester.
4. Suggested report structure
 1. Name, Course name, Faculty name
 2. Introduction covering a brief review on mindfulness
 3. Methodology: The "How" of Your Practice
 4. Thematic analysis of the major themes that emerged. Use the following themes\
 1. Awareness of thought patterns,
 2. Mind-body connections
 3. Reactivity vs. response
 4. The challenge of consistency
 5. Shifts in perspective if any

References:

1. Brown, K. W., Creswell, J. D., & Ryan, R. M. (2015). *Handbook of Mindfulness*. Guilford Publications.
2. Carrión, V. G., & Rettger, J. (2019). *Applied Mindfulness*. American Psychiatric Pub.
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6. Kabat-Zinn, J. (2009). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hachette Books.
7. Kabat-Zinn, J. (2013). *Full Catastrophe Living (Revised Edition)*. Bantam.
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11. Gurav, K. D. (2011). *Dhyan ani dhan: Keval dhanane navhe tar dhyananehi samruddha vha* [ध्यान आणि धन: केवळ धनाने नव्हे तर ध्यानानेही समृद्ध व्हा] (Marathi ed.). Manovikas Prakashan.
12. Barve, R. (2017). *Mindfulness: Sudharya ani samruddhichi kalpa* [Mindfulness: सुधार्या आणि समृद्धीची कल्पा] (Marathi ed.). Mehta Publishing House.

SEMESTER V**5.4****Minor**

Course Title	Relationship Management
Course Credits	4
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify the nature of relationships on the personal front 2. Tackle problem areas in relationships. 3. Develop the skills needed to maintain a positive work environment 4. Gain knowledge about tools and techniques required to make relationships great at workplace.
Module 1 (Credit 1) Relationship Formation and Organization	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand how relationships are formed 2. Describe the processes needed to develop and maintain relationships. 3. Differentiate how human relationships sustain and break down. 4. Summarize the process of organizing relationships.
Content Outline	<ol style="list-style-type: none"> 1.1 Starting relationships: Biological and Cultural context 1.2 The nature of relationships and everyday management. 1.3 Breakup and resurrection of relationships. 1.4 Organizing relationships.
Module 2 (Credit 1) Challenges in personal relationships	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand various difficulties in relationships 2. Comprehend the darker side of personal relationships 3. Achieve comprehensive understanding of dysfunctional family relationships. 4. Apply strategic thinking to problem behaviors and improve relationships
Content Outline	<ol style="list-style-type: none"> 2.1 Difficulties in relationships: Separation.

	<p>2.2 Darker side of relationships: Lying and emotional cheating among couples.</p> <p>2.3 Blame Game and intimate aggression and how to stop it.</p> <p>2.4 Dysfunctional family relationships: common causes and how to overcome them.</p>
Module 3 (Credit 1) Relationships at the workplace	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate relationships in the new normal. 2. Gain insight into the various psychological dimensions of relationship building. 3. Explore positive conflict management strategies 4. Build relationships at the workplace.
Content Outline	<p>3.1 Relationships at work in the 'New Normal?'</p> <p>3.2 Building and Developing Your Relationship Agility in the Digital Age</p> <p>3.3 Relationship resilience</p> <p>3.4 Working with challenging relationships</p>
Module 4 (Credit 1) Managing Workplace Relationships	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Synchronize work relationships 2. Learn different skills required to manage relationships 3. Focus on strength areas in work relationships 4. Develop positive relationship building skills in work settings
Content Outline	<p>4.1 Building Relationship Awareness</p> <p>4.2 Skillful Dialogue – The Behavioural Element</p> <p>4.3 Demonstrating Authenticity and Empathy</p> <p>4.4 Developing Communication Dynamics and contributing towards positive work environment</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Analyse an existing relationship and describe the strengths and weaknesses – 15 marks
2. Present an organizational conflict and describe the methods used to resolve it – 10 marks
3. Describe in 1000 words the authentic self – 10 marks
4. Describe in 1000 words any one challenge to empathy in the digital age- 10 marks

References:

1. Berscheid, E., & Regan, P. C. (2016). *The psychology of interpersonal relationships*. Pearson.
2. Duck, S. (2007). *Human relationships* (4th ed.). Sage Publications India.
3. Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work* (2nd ed.). Harmony Books.
4. Hind, P., Dent, F., & Holtan, V. (2023). *Winning together: The secrets of working relationships* (1st ed.). Pearson Publication.
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6. Sinha, D., & Tripathi, R. C. (Eds.). (2019). *Psychology in modern India*. Springer.
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8. Joshi, A. (2018). *Nate-sambandh vyavasthapan: Ek samajik manasshastriy drishtikon [Relationship management: A social psychological perspective]*. Mehta Publishing House.
9. Sathe, V. P. (2015). *Manasik samajikta ani nate-sambandh [Mental sociability and relationships]*. Diamond Publications.
10. Wenzel, A., & Lystad, C. M. (Eds.). (2021). *The Cambridge handbook of interpersonal relationships*. Cambridge University Press.

SEMESTER V

5.5

Minor

Course Title	Positive Psychology
Course Credits	4 credits
Course Outcomes	After going through the course, learners will be able to:
	1. Understand theoretical foundations and research in Positive Psychology.
	2. Examine aspects of wellbeing, happiness, resilience, and character strengths.
	3. Apply empirically supported positive interventions for enhancing wellbeing.
	4. Develop personal and academic skills for improved emotional intelligence and life satisfaction.
MODULE 1: Foundations of Positive Psychology	
Learning Outcomes	After learning the module, learners will be able to:
	<ol style="list-style-type: none"> 1. Explain the foundations, goals, and historical roots of Positive Psychology, Analyse theoretical models of well-being 2. Analyse major theoretical frameworks such as the PERMA model and broaden-and-build theory, including their limitations 3. Analyse the relevance of strengths, positive emotions, and growth mindset in everyday life. 4. Evaluate how Positive Psychology concepts contribute to human flourishing and optimal functioning.
Content Outline	<ol style="list-style-type: none"> 1. Introduction to Positive Psychology- Definitions Assumptions, and goals, Historical roots and contrast with traditional psychology, Key figures: Martin Seligman, Mihaly Csikszentmihaly 2. Core Concepts and Theoretical Frameworks- PERMA model (Positive emotions, Engagement, Relationships, Meaning, Accomplishment), Broaden-and-build theory of positive emotions, Limits of positive emotions

	<ol style="list-style-type: none"> 3. Key concepts: Flourishing, Wellbeing, Strengths, Growth Mindset 4. Importance of positive emotions
MODULE 2: Happiness and Wellbeing	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between hedonic and eudaimonic wellbeing and explain major theoretical models of happiness. 2. Describe the determinants of happiness, including Lyubomirsky's model and the happiness set-point theory. 3. Identify and interpret key measurement tools such as Subjective Well-Being scales and the Flourishing Index. 4. Apply evidence-based wellbeing interventions such as gratitude journaling, mindfulness practices, strengths-based approaches, and acts of kindness.
Content Outline	<p>2.1 Well-being and Happiness- Hedonic vs. eudaimonic well-being,</p> <p>2.2 Theoretical Models-, Determinants of Happiness (Lyubomirsky), The Happiness Set-Point</p> <p>2.3 Measurement tools (Subjective Well-Being scales, Flourishing Index)</p> <p>2.4 Interventions for Enhancing Well-Being- Gratitude journaling and mindfulness practices, Strengths-based approaches, Acts of kindness and altruism, Positive psychotherapy and counseling strategies</p>
MODULE 3: Character Strengths & Resilience	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Explain the VIA classification of character strengths and describe methods of strengths assessment and development. 2. Describe key positive traits such as gratitude, hope, forgiveness, and self-compassion and their role in wellbeing. 3. Analyse the concept of resilience, including protective factors and the processes involved in growth after adversity. 4. Differentiate and apply concepts of grit and learned optimism in understanding perseverance and positive coping.
Content	3.1 VIA Classification of Character Strengths (Peterson & Seligman), Strengths assessment and development

Outline	<p>3.2 Gratitude, Hope, Forgiveness, Self-Compassion</p> <p>3.3 Resilience: Concept, protective factors, growth after adversity</p> <p>3.4 Grit & Learned Optimism – Concept and Factors</p>
Module 4: Positive Psychology Interventions & Applications	
Learning	After learning the module, learners will be able to:
Outcomes	<ol style="list-style-type: none"> 1. Explain and apply practices that cultivate positive emotions, including flow, savoring, and mindfulness. 2. Describe the role of positive relationships, social support, and mind–body practices 3. Implement evidence-based Positive Psychology interventions such as gratitude journaling, savoring, and acts of kindness 4. Analyse the application of Positive Psychology principles within education, workplace settings, health and wellbeing contexts, and therapeutic or counselling practices.
Content	<ol style="list-style-type: none"> 1. Cultivating positive emotions: Flow experience, Savoring, Mindfulness
Outline	<ol style="list-style-type: none"> 2. Positive relationships & social support, Mind–Body practices (Yoga, Meditation, Breath-work) 3. Positive Psychology Interventions- Gratitude journaling, savoring, acts of kindness 4. Application of Positive Psychology in: Education, Workplace, Health & Wellbeing, Therapy and Counselling

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

1. Reflective Essay, Book or Movie Review – 10 marks
2. Positive Emotion Diary maintained across 30 days with daily entries – 15 marks
3. Presentation on Character Strengths – 10 marks
4. Well- being Enhancement Project to be designed for a specific population – 15 marks

References:

1. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.
2. Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, *56*(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>

3. Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research, and applications*. McGraw-Hill Education.
4. Lyubomirsky, S. (2007). *The how of happiness: A scientific approach to getting the life you want*. Penguin Press.
5. Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.
6. Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
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8. Snyder, C. R., & Lopez, S. J. (Eds.). (2009). *Oxford handbook of positive psychology* (2nd ed.). Oxford University Press.
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10. Patil, A. (2019). **आनंदाची शोध: व्यावहारिक सकारात्मक मानसशास्त्र** [Ānandāchī Śodh: Vyāvahārik Sakāratmaka Mānasśāstra]. n.p.
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SEMESTER V

5.6

Vocational Skill Course (VSC)

Course Title	Research Methods & Statistics
Course Credits	2
Course Outcomes	After going through the course, learners will be able to:
	1. Demonstrate understanding of core research concepts
	2. Apply appropriate sampling, data collection methods, and basic research designs.
	3. Analyse data using essential descriptive and inferential statistics.
	4. Interpret and present research findings effectively
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between core research concepts (e.g., variables, hypotheses, designs) by their definitions, purposes, and appropriate contexts for use. 2. Formulate a testable research hypothesis, clearly identifying and operationally defining its independent and dependent variables. 3. Select an appropriate research design and justify its application for investigating a specific psychological question or phenomenon. 4. Evaluate the appropriateness of different sampling techniques and data collection methods for a given research scenario, considering their impact on validity and generalizability.
Content Outline	<p>1.1 Introduction to Research in Psychology: meaning, characteristics, purpose, scientific inquiry, ethics.</p> <p>1.2 Variables and Hypotheses: types, operational definitions, types of hypotheses.</p> <p>1.3 Research Designs: experimental, quasi-experimental, descriptive, correlational, survey, case study.</p> <p>1.4 Sampling & Data Collection: sampling techniques, data collection methods</p>

<p>Learning Outcomes</p>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Distinguish between levels of measurement and apply the appropriate descriptive statistics for each level in a given dataset. 2. Calculate and interpret measures of central tendency, variability, and graphical representations to accurately summarize and describe data. 3. Select and perform the correct inferential statistical test to evaluate relationships between variables and test basic hypotheses. 4. Critically interpret statistical results, including correlation coefficients, test statistics, and p-values, to draw appropriate conclusions and state meaningful implications.
<p>Content Outline</p>	<p>2.1 Introduction to Statistics, Levels of Measurement, Concept of Normality, and Measures of Divergence</p> <p>2.2 Descriptive Statistics: Measures of central tendency, Measures of variability, frequency distributions, Graphical Representation</p> <p>2.3 Inferential Statistics: Correlation (Pearson, Spearman), chi-square test, hypothesis testing basics.</p> <p>2.4 Data Interpretation & Report Writing: interpretation, APA-style Results,</p>

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

- Submit a research proposal of 1000 words. (15 marks)
- Statistical analysis using small data (15 marks)
- Calculate mean scores on any psychological variable in your college (10 marks)
- Present a correlational study on two psychological variables (10 marks)

References:

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.
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5. Garrett, H. E. (2009). *Statistics in psychology and education* (6th ed.). Paragon International Publishers.

6. Goodwin, C. J., & Goodwin, K. A. (2020). *Research in psychology: Methods and design* (9th ed.). Wiley.
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9. Kumar, R. (2018). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications
10. McGrath, R. E., & Meyer, G. J. (2020). *Advancing psychological assessment: Science to practice*. Cambridge University Press.
11. Mertler, C. A. (2022). *Introduction to educational research* (3rd ed.). Sage.
12. Privitera, G. J. (2022). *Essential statistics for the behavioral sciences* (5th ed.). Sage Publications.
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SEMESTER V

5.7

Major Core

Course Title	Practicals in Cognitive Psychology
Course Credits	2
Course Outcomes	After going through the course, learners will be able to:
	1. Design and execute controlled cognitive experiments using specialized paradigms to measure processes like attention, memory, and decision-making.
	2. Apply cognitive principles to analyze performance and propose human-centric solutions in applied fields such as human factors, design, and behavioral science.
MODULE 1: Experimental Design & Cognitive Measurement	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Formulate testable hypotheses derived from cognitive theories. 2. Select and justify appropriate experimental paradigms (e.g., priming, interference, dual-task) for a given research question. 3. Operationally define and measure dependent variables like reaction time, accuracy, and subjective cognitive load. 4. Identify and control for extraneous variables in a cognitive experiment.
Content Outline	<p>1.1 From Theory to Experiment: Isolating Cognitive Variables</p> <p>1.2 Paradigms in Cognitive Research: Priming, Interference, and Dual-Task Methodologies</p> <p>1.3 Measuring the Mind: Tools for Reaction Time, Eye-Tracking (Demo), and Workload Assessment (NASA-TLX)</p> <p>1.4 Laboratory: Designing a Contingency for a Dual-Task Experiment</p>
MODULE 2: Cognition in Applied Contexts	
Learning Outcomes	<p>After this module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the cognitive demands and potential for error in everyday technological interactions. 2. Assess how information framing and presentation format influence judgment and decision-making. 3. Diagnose cognitive barriers (e.g., functional fixedness, attentional

	tunneling) in problem-solving scenarios. 4. Propose design modifications based on principles of perception, memory, and attention to improve usability and safety.
Content Outline	2.1 Human Factors & Cognitive Ergonomics: Analyzing Interfaces for Cognitive Load 2.2 Applied Decision Science: "Nudge" Theory, Choice Architecture, and Debiasing Strategies 2.3 Cognitive Barriers in Action: Case Studies in Problem-Solving and Diagnostic Errors 2.4 Laboratory: A/B Testing for Clarity - How Formatting Influences Comprehension and Choice

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Assignments 3 & 6 are compulsory.

- 1 Designing an experiment with 2 variables – 5 marks
- 2 Presentation on any one experiment of their choice other than ones prescribed in syllabus – 5 marks
- 3 Conduction of internal and external exam - 25 marks
- 4 Practical Performance - 10 marks
- 5 Vivas- 10 marks
- 6 Journal Submission - 15 marks

Journal Format (APA 7th Edition)

- 1 Title
- 2 Introduction (theory + rationale)
- 3 Method (participants, tools, procedure)
- 4 Results
- 5 Discussion
- 6 Applications
- 7 References (APA 7th)
- 8 Appendix- PTQ's, Tables, Graphs

References:

1. Banerjee, K. (2023). *Cognitive Psychology: Theories and Applications*. New Delhi: Sage Publications India.
2. Eysenck, M. W. (2012). *Cognitive psychology: A student's handbook* (6th ed.). Psychology Press.
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4. Leahey, T. H. (2022). *Fundamentals of Cognitive Science: Minds, Brain, Magic, and Evolution*. Routledge
5. Mathew, G., & Prasad, R. J. (2022). *Cognitive Psychology in the Indian Context* (2nd ed.). Hyderabad: Universities Press.
6. Mishra, G. (2023). *Cognitive Processes: Indian Research and Advances*. New Delhi: PHI Learning.
7. Sahoo, S., & Shah, A. (2024). *Experimental Psychology and Cognitive Practicals*. New Delhi: Atlantic Publishers & Distributors.
8. Singh, A., & Nair, S. (2021). *Cognition and Human Behavior: Asian Perspectives*. Mumbai: Himalaya Publishing House.
9. Smith, E. E., & Kosslyn, S. M. (2014). *Cognitive Psychology: Mind and Brain* (3rd ed.). Pearson India.
10. Solso, R. L., MacLin, O. H., & MacLin, M. K. (2013). *Cognitive Psychology* (8th ed.). Pearson Education India.
11. Srinivasan, N. (Ed.). (2021). *Cognitive Science: Recent Advances and Indian Contributions*. Bangalore: National Academy of Sciences, India.
12. Upton, D. (2014). *Psychology Express: Cognitive Psychology*. Pearson Education India.
13. अभ्यंकर, ओक आणि गोळविलकर () मानसशास्त्र : वर्तनाचे शास्त्र . पिअरसन
14. बोरुडे, रा. र. (२००२). बोधनिक मानसशास्त्र. पुणे: पी.डब्ल्यू.जी.ए.स. प्रकाशन.

SEMESTER VI**6.1****Apprenticeship**

Course Title	Apprenticeship
Course Credits	20
Course Outcomes	<p>After completing this apprenticeship learners will be able to:</p> <ol style="list-style-type: none"> 1. Apply psychological theories and ethical principles to real-world professional settings, demonstrating foundational skills in systematic observation, documentation, and supported practice. 2. Demonstrate professional communication and collaboration skills through effective engagement with clients, colleagues, and supervisors in diverse organizational environments. 3. Develop a professional identity grounded in ethical reasoning, self-awareness, and adaptive workplace conduct through supervised field immersion and reflective practice. 4. Produce a comprehensive reflective field report that critically analyses professional experiences, integrates theoretical knowledge, and evaluates personal competency development.
FOCUS IN APPRENTICESHIP	
Learning Outcomes	<p>After completing this apprenticeship learners will be able to:</p> <ol style="list-style-type: none"> 1. Apply ethical principles and professional codes of conduct to navigate real-world dilemmas encountered in psychological practice. 2. Demonstrate foundational professional skills relevant to the chosen field setting, such as client engagement, task management, and protocol adherence under supervision. 3. Compose clear, structured, and professional reports and case documentation that accurately synthesize observational data and theoretical insights. 4. Articulate a developing professional identity through critical self-reflection on field experiences, personal competencies, and areas for future growth.
Content Outline	<ol style="list-style-type: none"> 1. Principles of Professional Ethics in Applied Settings 2. Foundational Skills for Fieldwork Practice 3. Report Writing and Professional Communication 4. Self-Reflection and Development of Professional Identity

Planned Timeline	<ol style="list-style-type: none"> 1. Block 1 (Weeks 1-5): Immersion & Skill Acquisition. Focus on observing, learning protocols, and taking on assisted tasks. 2. Block 2 (Weeks 6-10): Contribution & Project Execution. Focus on independent responsibilities and an independent project.
Final Report	<p><i>Tentative Length: 20-25 pages (excluding appendices). Quality of critical analysis is more important than sheer volume.</i></p> <p>Section 1: Executive Summary & Context (2-3 pages)</p> <ul style="list-style-type: none"> • 1.1 Placement Snapshot: Organization name, mission, your formal role/department, and the primary population served. • 1.2 Learning Contract & Goals: A brief restatement of the primary learning objectives you and your faculty set at the start, serving as a benchmark. • 1.3 Overview of the report contents: A brief roadmap of what the reader will find in this document. <p>Section 2: Professional Work Analysis (8-10 pages)</p> <ul style="list-style-type: none"> • 2.1 Key Responsibilities & Projects: A detailed narrative of learners primary duties. Use subheadings. • 2.2 Case/Project Details: Select one significant case, project, or ongoing task. Analyze it thoroughly: <ul style="list-style-type: none"> ○ Context & Need: Why was this task important? ○ Learners Role & Actions: What did she specifically do? (Confidentiality must be maintained). ○ Theoretical Integration: What psychological theories/concepts (e.g., attachment theory, cognitive dissonance, organizational culture, learning principles) help explain the situation or guides her approach? ○ Challenges & Ethical Considerations: What obstacles arose? Were there ethical gray areas? How were they navigated? ○ Outcomes & Limitations: What was the result? What could not be achieved and why? <p>Section 3: Competency Development & Reflective Synthesis (6-8 pages)</p> <ul style="list-style-type: none"> • 3.1 Mapping Experience to Course Outcomes: Create a small table or use narrative to explicitly connect learner's experiences to the program's learning outcomes (e.g., "LO2: Foundational Skills – demonstrated through..."). • 3.2 Skill Acquisition Audit: Honestly assess the professional skills developed (e.g., active listening in intake, systematic data entry, workshop co-facilitation, inter-departmental communication). • 3.3 Critical Incident Reflection: Describe one specific, challenging event that was pivotal to her learning. Analyze thoughts, feelings,

	<p>and responses, and what learner learned about themselves and the profession.</p> <ul style="list-style-type: none"> • 3.4 Professional Identity Statement: A forward-looking summary. Discuss emerging personality of self. What values will the learner carry forward? What area of work now interests the learner the most/least and why? <p>Section 4: Conclusion & Artifacts (3-4 pages + Appendices)</p> <ul style="list-style-type: none"> • 4.1 Summary of Key Learnings: Synthesize the most important takeaways about the field, the population, and learner’s own capabilities. • 4.2 Acknowledgements: Formal thanks to site supervisor and mentor. • 4.3 Appendix of Artifacts: Include 3-5 de-identified, sanitized work samples that provide concrete evidence of your contributions. <ul style="list-style-type: none"> ○ <i>Examples:</i> A blank template of an observation checklist she helped design, a page from a resource booklet she created (with org. logo), a flowchart of a process she documented, a slide from a presentation she gave, a coded excerpt from qualitative data (all identifiers removed) ○ All reports to be signed by a supervisor on the site.
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Domain	Potential Partner Types	Sample Roles & Responsibilities
Community Mental Health & Women's Empowerment	NGOs (SNEHA, Akshara, Majlis), MCGM Hospital (Psychiatry/De-addiction), Shelter Homes, Legal Aid Clinics.	Co-facilitate support groups, conduct outreach surveys, develop psychoeducational materials in local languages, assist in data management for impact assessment, observe counseling sessions (with consent).
Child & Educational Psychology	Inclusive Schools (Aditya Birla, DY Patil), Child Development Centers (Ummeed), Pediatric Hospitals,	Assist special educators with lesson plans, conduct behavioral observations, help administer screening tools, organize life skills workshops, support parent orientation

	NGOs for street children.	sessions.
Counseling Psychology (Assistant Role)	Private Therapy Centers (Mpower, Mindtemple), College Counseling Cells, Geriatric Care Facilities.	Manage intake scheduling and prelim documentation, sit in on therapy sessions (with explicit consent), curate therapeutic activity resources, help maintain a referral directory.
Industrial/Organizational Psychology	HR Departments (Godrej, HUL, Tata CSR), Consulting Firms, Recruitment Agencies, Large Hospital Admin.	Assist in analyzing employee survey data, support the coordination of training programs, research best practices for DEI (Diversity, Equity, Inclusion), help draft internal communications.
Research & Policy	Research Institutes (TISS, IIPS), Think Tanks (IDFC, CPR), UNESCO MGIEP, In-house SNTD Research Projects.	Conduct literature reviews, transcribe and code qualitative interviews, assist in preparing IRB applications, help create presentations and visualizations of findings.

The above domains are examples of where the learner can carry out her apprenticeship

- ❖ **There will be no financial burden borne by the institution**
- ❖ **All safety protocols will be managed by the students**
- ❖ **Continuous training and feedback will be provided by the faculty.**

SEMESTER VI

6.2

Community Engagement

Course Title	Community Engagement
Course Credits	2
Course Outcomes	After completing this course learners will be able to: <ol style="list-style-type: none"> 1. Process the principles and ethics of community engagement. 2. Develop skills to collaborate with communities in meaningful and sustainable ways.
Module 1 (Credit 1) Foundations of Community Engagement	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Define key concepts related to community engagement, including service, participation, empowerment, and sustainability. 2. Identify ethical considerations and cultural sensitivities in working with diverse communities. 3. Interact with individuals making a difference to society 4. Engage with different organizations working at the grassroots level
Content Outline	<ol style="list-style-type: none"> 1.1 This module introduces students to the theory and ethics of community engagement through: 1.2 Case studies of local and global engagement initiatives 1.3 Discussions on equity, privilege, and participatory approaches including guest lectures 1.4 Field visits to NGOs, community centres, or grassroots organizations
Module 2 (Credit 1) Practicing Community Engagement	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Identify problems in the social space 2. Design a project that can build engagement with the community 3. Document the process and impact of their engagement initiative. 4. Carry out a need based analysis of the community requirement and work towards providing the solution 5. Evaluate their role, contribution, and learning through the experience.

Content Outline	<p>Students will initiate or participate in a community-based project in collaboration with an organization or local community group. This will involve:</p> <ul style="list-style-type: none"> 1.1 Identifying a specific need or area for support 1.2 Designing and implementing a small engagement project (e.g., awareness campaigns, art-based interventions, skill-building workshops) 1.3 Maintaining a weekly log or diary of involvement (minimum 120 hours) 1.4 Conducting a feedback session with the community or organization 1.5 Submitting a project report with objectives, process documentation, community feedback, and personal reflection
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1. Students have to submit a detailed log covering 120 hours.
 2. They are expected to submit documentation evidencing their activities. For instance - attendance at workshops, photographs with the expert interviewed, and plagiarism reports for all submissions.
 3. Interviews will be signed up and authenticated by the expert and can be conducted online or offline.
 4. They will have at least 10 hours of interaction with the teacher either through a class or through personal interaction. A diary will be maintained covering these interactions and submitted at the end of the semester.
- ❖ **There will be no financial burden borne by the institution**
 - ❖ **All safety protocols will be managed by the students**
 - ❖ **Continuous training and feedback will be provided by the faculty.**