



SNDT Women's University, Mumbai

**Credit structure For Under Graduate Programmes
in Humanities, Science and Technology and
Interdisciplinary Studies Faculties**

*As per Government of Maharashtra Circular dated
13th March, 2024*

Bachelor of Psychology

NEP 2020

Syllabus Semester V & VI

(w.e.f. 2026-27)

SNDTWU UG Psychology Structure with Course Titles

BA PSYCHOLOGY REGULAR (SEM V & VI)

SN	Courses	Type of Course	Credits	Marks	Int	Ext
50111021	Practicals in Experimental Psychology	Major (Core)	4	100	50	50
50111012	Foundations Of Maladaptive Behavior	Major (Core)	4	100	50	50
51011011	Mindfulness psychology	IKS	2	50	0	50
50211011 OR 50211012	Organisational Psychology/ Human Factor Engineering	Major- Elective	4	100	50	50
50311011	Psychology of Happiness	Minor	4	100	50	50
50611001	Research Methods & Statistics	VSC	2	50	50	0
51311001	Field Project	Field Project	2	50	50	0
			22	550	300	250
	Semester VI					
60111021	Practicals in Cognitive Psychology	Major (Core)	4	100	50	50
60111012	Clinical Psychopathology	Major (Core)	4	100	50	50
60211011 OR 60211012	Counseling/Community Psychology	Major Elective	4	100	50	50
60311011	Positive Psychology	Minor	2	50	0	50
60311012	Relationship Management	Minor	4	50	50	50
61211021	On Job Training in Psychology	OJT	4	50	50	50
			22	550	250	300

SEMESTER- V**5.1.****Major core 1- Practicals in Experimental Psychology**

Course Title	Major Core-1- 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 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	After studying the module learners will be able to:
	1. Define and describe key concepts in experimental research, including hypotheses and types of variables.
	2. Differentiate the experimental method from other research methods.
	3. Classify and explain various experimental designs used in psychological research and analyze the importance of control in experimentation.
	4. Design and justify simple psychological experiments using appropriate variables and experimental designs.
Content Outline	1.1. Introduction, Hypothesis and Types of variables
	1.2. Experimental method vs other research methods and control in experimentation.
	1.3. Types of Experimental Designs

	1.4. Application of Designs- Designing any 2 experiments (Internal Assessment)
Module 2 (Credit 1) Psychophysics	
Learning Outcomes	After studying the module learners will be able to:
	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	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	After studying the module learners will be able to:
	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	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	After studying the module learners will be able to:
	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	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.
4. D'Amato, M. R. (2009). *Experimental psychology: Methodology, psychophysics and learning*. Tata McGraw-Hill.
5. Desai, B., & Abhyankar, S. C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Narendra Prakashan.
6. Kothurkar, V. K., & Vanarase, S. J. (1986). *Experimental psychology: A systematic introduction*. South Asia Books.
7. Mohsin, S. M. (2016). *Experiments in psychology* (8th ed.). Motilal Banarsidass.
8. Mishra, B. K. (2008). *Psychology: The study of human behavior*. PHI Learning.
9. Myers, A., & Hansen, C. (2002). *Experimental psychology*. Thomson Wadsworth.
10. Parameswaran, E. G., & Ravichandra, K. (2016). *Experimental psychology*. Neelkamal Publications.
11. Postman, L., & Egan, J. P. (1966). *Experimental psychology: An introduction* (International ed.). Harper & Row.
12. Rajamanickam, M. (2005). *Experimental psychology: With advanced experiments* (Vols. 1–2). Concept Publishing Company.
13. Rawal, S. (2020). *Experimental psychology*. Sports Publication.
14. Roediger, H. L., Elmes, D. G., & Kantowitz, B. H. (2017). *Experimental psychology* (10th ed.). Cengage India.
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.
17. Titchener, E. B. (2021). *Experimental psychology: A manual of laboratory practice* (Vol. 2). Alpha Edition.
18. Woodworth, R. S., & Schlosberg, H. (2008). *Experimental psychology* (6th ed.). Oxford & IBH Publishing.
19. Zachmeister, J. E., Zachmeister, E. B., & Shaughnessy, J. J. (2009). *Essentials of research methods in psychology*. Tata McGraw-Hill.

SEMESTER V

5.2 Major Core

Course Title	Foundations of Maladaptive Behaviour
Course Credits	4
Course Outcomes	<p>After completing this course learners will be able to:</p> <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	<p>After studying the module learners will be able to:</p> <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	<p>1.1 Defining Abnormality: Dysfunction, Distress, Deviance, and Danger</p> <p>1.2 Diagnostic Systems: DSM-5-TR and ICD-11 Overview</p> <p>1.3 Assessment Tools: Clinical Interviews, Observations, and Standardized Tests</p> <p>1.4 Ethical and Cultural Considerations in Diagnosis</p>
Module 2 (Credit 1) Neurodevelopmental and Childhood-Onset Disorders	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <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	<p>2.1 Intellectual and Learning Disorders</p> <p>2.2 Autism Spectrum Disorder (ASD)</p> <p>2.3 Attention-Deficit/Hyperactivity Disorder (ADHD)</p>

	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 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.
3. Didonna, F. (2009). *Clinical handbook of mindfulness*. New York, NY: Springer
4. Goldstein, J. (2016). *Mindfulness*. Sounds True.
5. Ivtzan, I., & Lomas, T. (2016). *Mindfulness in Positive Psychology*. Routledge
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.
8. Mair, D. (2019). *The Student Guide to Mindfulness*. SAGE.

9. Millard, L., Frith, L., & Coleman, P. (2023). *Mindfulness and Wellbeing for Student Learning*.
10. Reich, J. W., Zautra, A. J., & Hall, J. S. (2012). *Handbook of Adult Resilience*. Guilford Press.
11. Gurav, K. D. (2011). *Dhyan ani dhan: Kaval 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****Major Elective**

Course Title	Organisational Psychology
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 foundational concepts, historical development, and interdisciplinary nature of Organizational Behavior as a field of study. 2. Analyze how individual psychological processes—including perception, personality, motivation, and emotion—influence attitudes, decisions, and performance at work. 3. Evaluate the dynamics of group and team behavior, including development, communication, conflict, and the factors that lead to effective collaboration. 4. Assess how organizational systems, including structure, culture, leadership, and change processes, shape employee behavior and organizational effectiveness.
Module 1 (Credit 1) Foundations and the Individual Psyche at Work	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Define Organizational Behavior (OB) and articulate its value for managers and employees. 2. Identify the core contributing disciplines to OB. 3. Explain how individual differences in personality and values affect workplace interactions. 4. Describe the perceptual process and common biases that influence judgment at work.

Content Outline	<p>1.1 What is Organizational Behavior? Scope, Purpose, and an Evidence-Based Approach</p> <p>1.2 The Interdisciplinary Roots of OB: Psychology, Social Psychology, Sociology, and Anthropology</p> <p>1.3 Individual Differences: Personality (Big Five Model), Values, and Person-Job Fit</p> <p>1.4 Perception and Individual Decision Making: Perceptual Process, Attribution Theory, and Biases</p>
Module 2 (Credit 1) Motivation, Attitudes, and Well-Being	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Contrast early theories of motivation (e.g., Maslow, Herzberg) with contemporary needs theories. 2. Apply cognitive theories of motivation (Goal setting, Self-Efficacy) to design motivating work. 3. Differentiate key work attitudes (job satisfaction, organizational commitment) and their outcomes. 4. Analyze the causes, consequences, and management strategies for workplace stress and burnout.
Content Outline	<p>2.1 Motivating Employees: Early Theories (Hierarchy of Needs, Two-Factor Theory)</p> <p>2.2 Contemporary Motivation: Needs (McClelland), Goal-Setting, and Self-Determination Theory</p> <p>2.3 Work Attitudes: Job Satisfaction, Organizational Commitment, and Employee Engagement</p> <p>2.4 Emotions, Stress, and Well-Being: Emotional Labor, Stressors, Burnout, and Resilience.</p>
Module 3 (Credit 1) Groups, Teams, and Interpersonal Processes	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Describe the stages of group development and key properties like roles, norms, and cohesion. 2. Compare and contrast various team types (e.g., problem-solving, virtual, self-managed). 3. Analyze the components of effective communication and barriers to interpersonal communication. 4. Evaluate conflict management styles and negotiation strategies in group contexts.

Content Outline	<p>3.1 Foundations of Group Behavior: Types, Development Stages (Tuckman's Model), and Properties</p> <p>3.2 Understanding Work Teams: Differences from Groups, Types of Teams, and Team Composition</p> <p>3.3 Communication: Process, Channels, Persuasion, and Active Listening</p> <p>3.4 Conflict and Negotiation: Sources of Conflict, Conflict-Handling Intentions, and Negotiation Processes</p>
Module 4 (Credit 1) Organizational Systems, Leadership, and Change	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify the key elements (work specialization, centralization, formalization) of organizational structure. 2. Compare common organizational designs (simple, bureaucratic, matrix, virtual). 3. Contrast traditional and contemporary leadership theories (e.g., Trait, Transformational, Servant). 4. Explain the forces for organizational change and models for managing resistance to change.
Content Outline	<p>4.1 Organizational Structure: Key Design Elements and Mechanistic vs. Organic Models</p> <p>4.2 Common Organizational Designs: Simple, Bureaucratic, Matrix, and Boundaryless Structures</p> <p>4.3 Leadership in Organizations: Trait, Behavioral, Contingency, and Contemporary Theories</p> <p>4.4 Organizational Culture and Change: Levels of Culture, Creating Ethical Cultures, and Lewin's Change Model.</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Report titled Psychology of me at work – describe personality traits using Big 5 theory and describe what motivates self using motivational theories – (15 marks)
2. Macro-Analysis of any current organization using available information on organizations hierarchy, leadership and culture. – (15 marks)
3. Case presentation of successful teamwork in organisations – (10 marks)
4. Critical engagement in class – (10 marks)

References:

1. Robbins, S. P., Judge, T. A., & Vohra, N. (2022). Organizational behavior (18th ed.). Pearson India.
2. Luthans, F. (2011). Organizational behavior (12th ed.). McGraw-Hill Education (India).

3. Greenberg, J., & Baron, R. A. (2015). *Behavior in organizations* (10th ed.). Pearson.
4. Singh, K. (2018). *Organizational behaviour: Text and cases* (5th ed.). Pearson Education India.
5. Aswathappa, K. (2010). *Organizational behaviour* (10th ed.). Himalaya Publishing House.
6. Mullins, L. J. (2016). *Management and organisational behaviour* (11th ed.). Pearson.
7. Newstrom, J. W. (2011). *Organizational behavior: Human behavior at work* (13th ed.). McGraw-Hill Education.
8. McShane, S. L., Glinow, M. A. V., Sharma, R. R., & Gupta, M. (2019). *Organizational behavior* (8th ed., Indian adaptation). McGraw-Hill Education.
9. Pareek, U. (2011). *Understanding organizational behaviour* (3rd ed.). Oxford University Press.
10. संघटनात्मक वर्तणूक: व्यवसाय प्रशासन (ऐच्छिक) by डॉ. शुभांगी सुनील औटी, डॉ. अर्जुन भानुदास भागवत, डॉ. अजिनाथ मारुती डोके, डॉ. संदीप अशोक वाकडे. Publisher: Nirali Prakashan.

SEMESTER V

5.4

Major Elective

Course Title	Human Factors Engineering
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 core concepts, history, and scope of Human Factors Engineering. 2. Analyse human physical (anthropometric and biomechanical) and cognitive characteristics and their implications for design. 3. Apply HFE principles to evaluate and improve the usability and safety of products, interfaces, and work environments. 4. Design basic user-centric solutions for common ergonomic problems found in Indian contexts.
Module 1 (Credit 1) Foundations of Human Factors Engineering	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Elaborate on the field and its variations. 2. Provide a brief history and scope. 3. Evaluate the human systems interaction model 4. Characterise human capabilities and limitations
Content Outline	<p>1.1 Definition, goals, the importance of a user-centered approach, distinction between HFE, Ergonomics, and User Experience (UX).</p> <p>1.2 Scope across domains: aviation, healthcare, software, consumer products, and everyday life.</p> <p>1.3 Human, Machine/Product, Environment, and interactions.</p> <p>1.4 Overview of human characteristics: sensory (sight, hearing), physical (size, strength), and cognitive (memory, decision-making).</p>
Module 2 (Credit 1) The Physical Human: Anthropometry and Workspace Design	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the science of human measurement.

	<ol style="list-style-type: none"> 2. Associate biomechanics and work physiology. 3. Design physical workspaces 4. Analyze the impact of environmental factors.
Content Outline	<ol style="list-style-type: none"> 2.1 Concept of percentiles (5th, 50th, 95th) and its critical role in design for variability 2.2 Understanding repetitive strain injuries (RSI) and physical fatigue. 2.3 Principles of designing office workspaces 2.4 Impact of lighting, noise, vibration, and thermal comfort on human performance and well-being.
Module 3 (Credit 1) The Cognitive Human: Information Processing and Interface Design	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Diagram the sequential stages of human information processing—from perception through memory to decision-making—and identify potential bottlenecks for performance. 2. Classify common types of human error based on their cognitive origins and propose corresponding design principles to mitigate them. 3. Apply evidence-based principles of visual design to organize information for enhanced clarity, searchability, and comprehension. 4. Evaluate the compatibility of a control-display relationship (e.g., a stove knob layout, a software interface) using principles of spatial mapping and population stereotypes to predict usability and error likelihood.
Content Outline	<ol style="list-style-type: none"> 3.1 Stages of perception, memory and decision-making. 3.2 Types of human error and designs to prevent them. 3.3 Organizing information for clarity, legibility, use of color, icons, and data visualization. 3.4 Compatibility between controls and their expected outcomes
Module 4 (Credit 1) Applications and Evaluation Methods	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Provide an overview of the User Centred Design Process 2. Distinguish between user testing and expert inspection methods 3. Apply HFE to improve consumer products

	4. Critique safety-critical systems
Content Outline	<p>4.1 Usability and the User Centered Design process.</p> <p>4.2 Introduction to Evaluation Methods</p> <p>4.3 Applying HFE to critique and improve the design of everyday objects</p> <p>4.4 Inclusive design and considerations for special populations – aging and disabled</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Ergonomic Audit of a Local Workspace – (20 marks)
2. Evaluation of a mobile app based on module 3 information processing and interface design – (15 marks)
3. Redesign an everyday product for inclusivity – (15 marks)

References:

1. Bridger, R. S. (2017). *Introduction to ergonomics* (4th ed.). CRC Press.
2. Crandall, B., Klein, G., & Hoffman, R. R. (2006). *Working minds: A practitioner's guide to cognitive task analysis*. MIT Press.
3. Karwowski, W. (Ed.). (2012). *Handbook of human factors and ergonomics standards and guidelines*. CRC Press.
4. Kroemer, K. H. E. (2017). *Fitting the human: Introduction to ergonomics / human factors engineering* (7th ed.). CRC Press.
5. Lidwell, W., Holden, K., & Butler, J. (2010). *Universal principles of design* (Revised and updated ed.). Rockport Publishers.
6. Norman, D. A. (2013). *The design of everyday things* (Revised and expanded ed.). Basic Books.
7. Pheasant, S., & Haslegrave, C. M. (2016). *Bodyspace: Anthropometry, ergonomics and the design of work* (3rd ed.). CRC Press.
8. Salvendy, G. (Ed.). (2012). *Handbook of human factors and ergonomics* (4th ed.). John Wiley & Sons.
9. Sanders, M. S., & McCormick, E. J. (2017). *Human factors in engineering and design* (7th ed.). McGraw-Hill Education.
10. Wickens, C. D., Lee, J. D., Liu, Y., & Becker, S. G. (2021). *An introduction to human factors engineering* (3rd ed.). Pearson.

SEMESTER V

5.5

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	<p>1.1 Pleasure vs. Purpose: The Two Sides of Happiness.</p> <p>1.2 Myths of Happiness: "I'll be happy when..." and Why We're Often Wrong.</p> <p>1.3 The Happiness Set-Point: Why You Return to Your Baseline and How to Change It.</p> <p>1.4 Happiness as a Habit: Introducing the idea of practice over genetics.</p>
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-moment joy.

	4. Apply strategies to get "in the zone" or experience "flow" in daily activities.
Content Outline	2.1 Taming Your Inner Critic: The Role of Thoughts and Self-Compassion. 2.2 The Grateful Brain: Practical Exercises in Thankfulness. 2.3 Being Present: An Introduction to Mindfulness for Daily Life. 2.4 Finding Flow: How to Get Engaged in Your Work and Hobbies.
Module 3 (Credit 1) Building a Happy Life: Relationships and Lifestyle	
Learning Outcomes	After studying the module learners will be able to: <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	3.1 Social Fitness: Why Relationships are the Cornerstone of Happiness. 3.2 Your Time and Money: Spending in Ways that Promote Well-being. 3.3 The Body-Mind Connection: Sleep, Movement, and Food for Mood. 3.4 What's Strong with you? Identifying and Using Your Signature Strengths
Module 4 (Credit 1) Happiness in the Real World: Challenges and Culture	
Learning Outcomes	After studying the module learners will be able to: <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	4.1 Bouncing Back: An Introduction to Resilience and Coping with Stress. 4.2 Indian Ideas of Happiness: Exploring <i>Santosha</i> (Contentment) and <i>Sukha</i> . 4.3 Crafting a Life of Meaning: Connecting to Something Bigger Than Yourself. 4.4 Putting It All Together: Creating Your Personal Happiness Plan.

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 Jīvaṇācā Sādāśiva*. 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 V

5.6

Vocational Skill Course (VSC)

Course Title	Research Methods & Statistics
Course Credits	2 Credits Course
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>
Learning	<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

Outcomes	<p>descriptive statistics for each level in a given dataset.</p> <ol style="list-style-type: none"> 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.
Content Outline	<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):

1. Submit a research proposal of 1000 words. (15 marks)
2. Statistical analysis using small data (15 marks)
3. Calculate mean scores on any psychological variable in your college (10 marks)
4. 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.
2. Aron, A., Aron, E. N., Coups, E., & Pearson, M. R. (2020). *Statistics for psychology* (8th ed.). Pearson.
3. Coolican, H. (2019). *Research methods and statistics in psychology* (7th ed.). Psychology Press.
4. Field, A., & Hole, G. (2022). *How to design and report experiments in psychology* (3rd ed.). Sage.
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.
7. Gravetter, F. J., & Wallnau, L. B. (2021). *Statistics for the behavioral sciences* (11th ed.). Cengage Learning.
8. Heiman, G. W. (2020). *Basic statistics for the behavioral sciences* (8th ed.). Cengage Learning.

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.
13. Patil, A. R. (2019). *शोधपद्धतिशास्त्र [Shodhpaddhatishastra: Research methodology]* (Marathi ed.). Granthali Prakashan.

SEMESTER V

5.7 Field Project in Psychology

Course Title	Field Based Study of Maladaptive behaviour across the life-span
Course Credits	2 Credits
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> Compare and contrast the etiology, symptom manifestation, and contextual factors (family, school, work, society) of maladaptive behaviours exhibited in childhood versus adulthood. Design and execute basic, ethical field-based observations and interviews to document case profiles of maladaptive behaviour within real-world community or institutional settings in Mumbai.
Module 1 (Credit 1) Maladaptive behaviour in children	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> Identify common externalizing (e.g., Conduct Disorder, ADHD) and internalizing (e.g., childhood anxiety, school refusal) maladaptive behaviours in children aged 6-12 years. Apply observational tools (e.g., ABC chart - Antecedent, Behaviour, Consequence) to record and preliminarily analyze a child's behaviour in a naturalistic setting (e.g., school, home visit).
Content Outline	<ol style="list-style-type: none"> 1.1 Introduction to Childhood Psychopathology: Overview of developmental psychopathology 1.2. Common Disorders & Mumbai-Specific Context 1.3. Field Assessment Methods 1.4. Linking Observation to Theory
Module 2 (Credit 1) Maladaptive behaviour in adults	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> Recognize signs of common maladaptive patterns in adults, including mood-related disorders (e.g., Depression), anxiety disorders, and substance-related issues prevalent in urban communities. Conduct a structured psychosocial interview to gather information on an adult's history, current stressors (with emphasis on urban life stressors), and coping mechanisms in an ethical and empathetic manner.
Content Outline	<ol style="list-style-type: none"> 1.1 Introduction to Adult Psychopathology 1.2 Urban Stressors and Adult Mental Health 1.3 Field Interviewing Skills 1.4 Case Formulation from Field Data

Field Site: Students will be placed in partnered settings in Mumbai (e.g., schools, NGOs, community centers, corporate wellness cells) for supervised observational and interview-based fieldwork.

Final Output: A consolidated field project report presenting two comparative case profiles (one child, one adult), analyzing the differences in presentation and context, and reflecting on the learnings from the field experience.

1. .

- ❖ **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

6.1

Major Core

Course Title	Practicals in Cognitive Psychology
Course Credits	4 credits Course
Course Outcomes	After going through the course, learners will be able to:
	1. Demonstrate understanding of major cognitive processes through laboratory-based experiments.
	2. Apply appropriate experimental procedures to study attention, memory, perception, and reasoning.
	3. Interpret results in the context of cognitive theories and research literature
	4. Design small-scale cognitive experiments with operational definitions and ethical considerations.
MODULE 1: INTRODUCTION & APPROACHES TO COGNITION	
Learning Outcomes	After learning the module, learners will be able to:
	1.Explain the nature, scope, and historical development of cognitive psychology.
	2. Apply basic research methods used in cognitive psychology to design and evaluate simple experiments involving cognitive processes.
	3. Analyze contemporary theoretical approaches to cognition and explain how modern perspectives
	4. Demonstrate the use of AI-assisted tools in cognitive research and interpret outputs to understand cognitive patterns.
Content Outline	1.1 Nature and Scope of Cognitive Psychology- Definition of cognitive psychology, Domains, Historical roots: Structuralism, Functionalism, Gestalt, Behaviourism, Cognitive Revolution 1.2 Research Methods in Cognitive Psychology- 1.3- Current Approaches to Cognition 1.4 Role of Artificial Intelligence in Cognitive Psychology- Practical-based (Demonstration) - AI-assisted tools in cognitive research: automated scoring, pattern detection, cognitive modelling, Natural Language Processing (NLP) & Human Language Processing, Image Recognition vs Human Perception

MODULE 2: Attention and Perception	
Learning	After learning the module, learners will be able to:
Outcomes	<ol style="list-style-type: none"> 1. Define attention and perception and describe their nature within cognitive psychology. 2. Apply the distinction between automatic and controlled processing to everyday tasks and experimental situations. 3. Critically evaluate how automatic versus controlled processing influences errors, efficiency, and cognitive load in real-world contexts. 4. Assess the strengths and limitations of selected theories of attention and perception in explaining experimental findings.
Content	2.1. Attention- Nature, Types, Theories, Automatic vs Controlled processing, Neural basis of attention
Outline	2.2. Perception- Nature, Approaches 2.3. Practical or demonstration on Attention concepts. 2.4 Practical or demonstration on Perception concepts. Suggested list for 2.3 and 2.4 (Stroop Colour–Word Test, Divided attention, Visual Search Task, Digit Vigilance / Cancellation Test, Tachistoscopic Perception Test, Pattern Recognition, Word Superiority Effect, Priming)
MODULE 3: MEMORY & KNOWLEDGE REPRESENTATION	
Learning	After learning the module, learners will be able to:
Outcomes	<ol style="list-style-type: none"> 1. Recall foundational concepts related to models of memory, working memory, and mnemonics 2. Identify key theories of forgetting and memory errors, including decay theory, interference theory, and motivated forgetting. 3. Use mnemonics and mental imagery techniques to enhance memory retention in practical exercises. 4. Implement and perform methods such as the Method of Loci, serial position effect tasks, and self-reference effect experiments.
Content	3.1 Models of Memory, Working Memory, Mnemonics
Outline	3.2- Forgetting and Memory Errors- Decay theory, interference theory, Motivated forgetting, False memories, Autobiographical and Flash Bulb Memory

	<p>3.3 Schema and Memory, Semantic networks, Concept formation and categorisation</p> <p>3.4 Practicals-</p> <p>Suggested List: Mental imagery, Serial Position Effect, Levels of Processing Experiment, Working Memory Span Tests (Digit Span / N-back), Levels of Processing / Self-Reference Effect, Method of Loci, Short Term Memory, Methods of Memory (Recall & Recognition) Proactive Inhibition, Autobiographical Memory</p>
MODULE 4: Thinking and Problem Solving, Decision Making and Language	
Learning Outcomes	After learning the module, learners will be able to:
	<ol style="list-style-type: none"> 1. List and define types of thinking: convergent, divergent, and creative thinking. 2. Describe heuristics, such as availability and representativeness, and explain how they affect decision making. 3. Summarize the processes involved in language comprehension, lexical access, and semantic priming. 4. Apply framing effects and probability judgment in decision-making scenarios and perform the Lexical Decision Task and other practical tasks.
Content Outline	<p>4.1 Types of thinking: convergent, divergent, creative . Problem-solving strategies and barriers: insight, functional fixedness</p> <p>4.2 Heuristics and biases-availability, representativeness, framing effects, Decision Making</p> <p>4.3 Language processing: comprehension, lexical access, and semantic priming</p> <p>4.4 Practical- Decision-Making under Risk (Framing effects, probability judgment, Lexical Decision Task (Semantic priming and reaction time), Mental Set, Problems solving- Pyramid puzzle or Nine Dot, Decision Making</p>

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.
3. Kumar, S., & Varma, R. (2022). *Fundamentals of Cognitive Psychology*. Chennai: McGraw Hill India.
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**6.2 Major Core**

Course Title	Clinical Psychopathology
Course Credits	4
Course Outcomes	After completing this course learners will be able to: <ol style="list-style-type: none"> 1. Analyze 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	After studying the module learners will be able to: <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	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
Module 2 (Credit 1) Personality and Substance-Related Disorders	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Classify personality disorder clusters 2. Analyze borderline and narcissistic personality pathology 3. Diagnose substance use disorders 4. Evaluate addiction treatment strategies.
Content Outline	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 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.
3. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). Abnormal psychology: An integrative approach (8th ed.). Cengage Learning.

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.
7. Davar, B. V. (Ed.). (2015). Mental health from a gender perspective. Sage Publications.
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.
11. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry (11th ed.). Wolters Kluwer.
12. Volkmar, F. R., Reichow, B., & McPartland, J. C. (Eds.). (2022). Adolescents and adults with autism spectrum disorders. Springer.

SEMESTER VI

6.3 Major Elective

Course Title	Fundamentals of Counselling and Psychotherapy
Course Credits	4
Course Outcomes	After completing this course learners will be able to: <ol style="list-style-type: none"> 1. Identify the basic components of a helping relationship 2. Reflect on the values of an effective counselor 3. Cultivate different skills needed for effective counselling 4. Evaluate the various systems of psychotherapy
Module 1 (Credit 1) Introduction to Counselling and Psychotherapy	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Differentiate between the related professions of counselling and psychotherapy by comparing their primary goals, typical contexts, and timeframes of practice. 2. Identify essential personal qualities and professional self-awareness required for an effective counsellor. 3. Describe common client characteristics, motivations for seeking help, and the implications for establishing a therapeutic alliance. 4. Explicate the core ethical principles (e.g., confidentiality, informed consent, boundaries) that govern professional counselling practice.
Content Outline	<p>1.1 Defining Counselling and Psychotherapy</p> <p>1.2 The counselor as a Person</p> <p>1.3 Characteristics of Clients</p> <p>1.4 Ethical Aspects of Counselling</p>
Module 2 (Credit 1) The Process of Counseling	
Learning Outcomes	After studying the module learners will be able to: <ol style="list-style-type: none"> 1. Analyze the key precepts (e.g., genuineness, empathy, unconditional positive regard) that form the foundation of an effective counselling practice. 2. Evaluate the application of the core conditions of counselling in a given therapeutic interaction or case vignette. 3. Sequence the major stages of the counselling process, from initial engagement through termination. 4. Integrate an understanding of the counselling stages with the core conditions to illustrate how the therapeutic relationship develops over time.
Content Outline	2.1 Precepts to effective counselling

	<p>2.2 Core Conditions of Counselling</p> <p>2.3 Stages of the Counselling Process</p> <p>2.4 Stages of Counseling in Perspective</p>
Module 3 (Credit 1) Skills for effective counselling	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Compare the various models of counselling skills 2. Demonstrate the various skills needed for effective counselling
Content Outline	<p>3.1 Models of Counselling Skills</p> <p>3.2 Listening : Difficulties, Strategies, observable aspects and learning to listen</p> <p>3.3 Advanced Empathy and Immediacy</p> <p>3.4 Questions, Stories and Creative Methods</p>
Module 4 (Credit 1) Diverse approaches to Psychotherapy	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Compare distinct models of counselling skills (e.g., person-centered, cognitive-behavioral) based on their underlying principles and practical applications. 2. Demonstrate active listening by employing key verbal and non-verbal strategies to overcome common barriers to effective listening. 3. Formulate responses using advanced empathy and immediacy to address unspoken client themes or dynamics in the therapeutic relationship. 4. Construct therapeutic interventions that integrate skillful questioning, metaphor, and creative methods to facilitate client exploration and insight.
Content Outline	<p>4.1: Systems emphasizing background</p> <p>4.2: Systems emphasizing Emotions and Sensations</p> <p>4.3: Systems emphasizing Cognition</p> <p>4.4: Systems emphasizing behaviour</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. **Autobiographical Statement & Counsellor Attribute Reflection:** Students write a paper reflecting on their personal motivation for entering the counselling field. They must identify essential counsellor attributes (e.g., self-awareness, genuineness, empathy) and critically assess which they currently possess and which they need to develop throughout the program. – 15 marks

2. Creating Social Media Content: students create social media content like reels/ infographics or other persuasive content on counselling to counter misinformation about counselling and psychotherapy on social media. 15 marks
5. SOLER" Nonverbal Communication Exercise: Students pair up and conduct two brief "intake" sessions. In the first, they deliberately violate one or more components of the SOLER model (Squarely facing, Open posture, Leaning toward, Eye contact, Relaxed). In the second, they attempt to perfectly implement SOLER. They then write a reflection on how the nonverbal communication affected the rapport and client's willingness to share. – 20 marks

References:

1. Corey, G. (2013). *Theory and practice of counselling and psychotherapy* (9th ed.). Cengage Learning.
2. Gelso, C. J., & Fretz, B. (2000). *Counseling psychology* (2nd ed.). Wadsworth Publishing.
3. Gibson, R., & Mitchell, M. (2007). *Introduction to counselling and guidance* (7th ed.). Merrill.
4. Gladding, S. T. (2009). *Counseling: A comprehensive profession* (6th ed.). Dorling Kindersley India.
5. McLeod, J., & McLeod, J. (2022). *Counselling skills* (3rd ed.). McGraw-Hill.
6. Neukrug, E., & Hays, D. G. (2023). *Counseling theory and practice* (3rd ed.). Cognella.
7. Patterson, L. E., & Welfel, E. R. (2022). *The counseling practicum and internship manual: A resource for graduate students and site supervisors* (7th ed.). Cengage Learning.
8. Rajhans, M. (2010). *Rang samupadeshanaache [The colour of counselling]*. Asus Prakashan.
9. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2021). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques* (4th ed.). John Wiley & Sons.
10. Welfel, E. R., & Patterson, L. E. (2004). *The counselling process: A multitheoretical integrative approach* (6th ed.). Thomson/Brooks/Cole.

SEMESTER VI

6.3

Major Elective

Course Title	Minor - Community Psychology
Course Credits	4
Course Outcomes	After completing this course learners will be able to:
	1. Describe fundamental concepts, theoretical foundations, and core values of Community Psychology.
	2. Analyze processes of social change, including its types, challenges, and citizen participation in promoting change.
	3. Evaluate major community issues such as poverty, mental health challenges, disability inclusion, and risks faced by vulnerable children.
	4. Apply community-based strategies such as development, prevention, outreach, psychoeducation, and self-help approaches to support community well-being.
Module 1 (Credit 1) Introduction to Community Psychology and Research methods	
Learning Outcomes	After studying the module learners will be able to:
	1. Understand basic concepts and scope of Community Psychology.
	2. Describe key theoretical foundations of the field.
	3. Identify and apply core values such as prevention, empowerment, and social justice.
	4. Analyze community issues using ecological levels of analysis.
Content Outline	1.1. Introduction to Community Psychology
	1.2. Theoretical Foundations of Community Psychology
	1.3. Core values in community Psychology
	1.4. Ecological Levels of Analysis
Module 2 (Credit 1) Need for Social Change	
Learning Outcomes	After studying the module learners will be able to:

	1. Explain the meaning of social change and the reasons influencing it.
	2. Differentiate various types of social change.
	3. Identify and evaluate key challenges that hinder social change.
	4. Demonstrate ways in which citizens can actively participate in promoting social change.
Content Outline	2.1. Definition and Reasons of Social Change
	2.2. Types of Social change
	2.3. Challenges to Change
	2.4. Citizens' Participation towards change
Module 3 (Credit 1) Issues in Community Psychology	
Learning Outcomes	After studying the module learners will be able to:
	1. Explain the impact of globalization and poverty on social justice.
	2. Analyze community-level challenges related to mental health and propose feasible interventions.
	3. Describe issues related to ableism, physical disability, and inclusive community living
	4. Identify the needs of vulnerable and at-risk children and outline appropriate community support strategies.
Content Outline	3.1. Globalization, Poverty, and Social Justice
	3.2. Addressing Community-based Challenges Arising from Mental Health Problems
	3.3. Ableism, Physical Disability, and Community Living
	3.4. Vulnerable at-Risk children
Module-4 (Credit 1) Intervention Strategies in Community Psychology	
Learning Outcomes	After studying the module learners will be able to:
	1. Describe key principles of community development and capacity building.
	2. Differentiate selective prevention strategies for targeted at-risk groups.
	3. Apply outreach and psychoeducation techniques to promote

	community awareness.
	4. Evaluate the role and effectiveness of mutual self-help groups in supporting community well-being.
Content Outline	4.1. Community Development & Capacity Building.
	4.2. Selective Prevention of targeted at at-risk groups.
	4.3. Outreach and Psychoeducation:
	4.4. Mutual Self-Help Groups

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Community Mapping Assignment – Students pick a genuine community (local area, college, non-profit/service organisation), and produce: A map that represents the community at ecological levels (person, microsystem, group, locality, macrosystem). Recognise possible risk and protective factors of the community. Identify and develop two potential interventions. – 15 marks
2. Case Study - of any real social movement or social change effort, such as: Swachh Bharat Abhiyan, Digital literacy campaigns, Anti-plastic campaigns, Mental health awareness campaigns. – 15 marks
3. Psychoeducation Material Creation - Students create any ONE outreach tool: Poster /Brochure/Infographic/Short video message.- 10 marks
4. Group Discussion on possible intervention strategies. – 10 marks

References:

1. Fagan, A., & Hawkins, J. D. (2015). Enacting preventive interventions at the community level: *The Communities That Care prevention system*. In L. M. Scheier (Ed.), *Handbook of adolescent drug use prevention: Research, intervention strategies and practice*. American Psychological Association.
2. Freire, P. (2000). *Pedagogy of the oppressed* (Original work published 1970). Continuum.
3. Heller, K., & Wyman, M. F. (2019). Community-based interventions (Chapter 57). In C. D. Llewellyn et al. (Eds.), *Cambridge handbook of psychology, health and medicine*. Cambridge University Press.
4. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2013). *Community psychology: Linking individuals and communities* (3rd ed.). Wadsworth, Cengage Learning.
5. Levine M., & Perkins, D. V. (1997). *Principles of community psychology: Perspectives and applications*. Oxford University Press.
6. McLeroy, K. R., Bibeau, D., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly*, 15(4), 351–377.
7. Minkler, M., & Wallerstein, N. (Eds.). (2003). *Community-based participatory research for health*. Jossey-Bass.
8. Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. G. (2019). *Community psychology* (6th ed.). Routledge.

9. Bhogle, S., & Pandit, A. (Eds.). (2012). Samaj Manashastra: Mool Siddhante ani Prayog [समाज मानसशास्त्र: मूल सिद्धांत आणि प्रयोग]. Diamond Publications.

10.. Deshmukh, D. (2015). Gramin Vikas ani Manasik Arogya [ग्रामीण विकास आणि मानसिक आरोग्य]. Rajhans Prakashan.

SEMESTER VI

6.4 Minor

Course Title	Positive Psychology
Course Credits	2
Course Outcomes	After going through the course, learners will be able to:
	1. Explain the historical development and theoretical foundations of Positive Psychology
	2. Analyse the role of resilience, strengths, and virtues in enhancing psychological health.
	3. Differentiate between hedonic and eudaimonic well-being and apply measurement tools.
	4. Apply Positive Psychology interventions to improve personal well-being and social relationships.
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. Differentiate between hedonic and eudaimonic well-being and apply measurement tools to assess happiness and flourishing. 4. Demonstrate understanding of resilience and coping strategies, and evaluate their role in post-traumatic growth
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 Csikszentmihalyi 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 3. Well-being and Happiness- Hedonic vs. eudaimonic well-being, Measurement tools (Subjective Well-Being scales, Flourishing Index) 4. Resilience and Coping- Psychological resilience and post-traumatic growth, Strategies for adaptive coping
MODULE 2: Applications of Positive Psychology	

Learning	After learning the module, learners will be able to:
Outcomes	<ol style="list-style-type: none"> 1. Identify and classify character strengths using the VIA framework, and explain their role in fostering flourishing. 2. Apply techniques such as flow, savoring, and mindfulness to cultivate positive emotions in daily life. 3. Examine positive traits such as optimism, hope, and resilience, and evaluate sources of resilience across the lifespan. 4. Design and implement Positive Psychology Interventions (PPIs) such as gratitude journaling and acts of kindness, and assess their impact on well-being.
Content	2.1 VIA Classification of Character Strengths , Positive Emotions and Flourishing
Outline	2.2 Cultivating positive emotions: Flow experience, Savoring, Mindfulness 2.3 Positive Traits-Optimism, Hope, Resilience: Sources of resilience in children, Sources of resilience in adulthood and Growth through trauma 2.4 Positive Psychology Interventions- Gratitude journaling, savoring, acts of kindness

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

1. Positive Psychology Intervention Project for self – 15 marks
2. Reflective Essay, Book or Movie Review based on Flourishing – 10 marks
3. Positive Emotion Diary across 30 days – 15 marks
4. Presentation on any one Character Strengths – 10 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.
7. Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14. <https://doi.org/10.1037/0003->
8. Snyder, C. R., & Lopez, S. J. (Eds.). (2009). *Oxford handbook of positive psychology* (2nd ed.). Oxford University Press.

SEMESTER VI**6.5****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.
5. Miller, R. (2015). *Intimate relationships* (7th ed.). McGraw-Hill Education.
6. Sinha, D., & Tripathi, R. C. (Eds.). (2019). *Psychology in modern India*. Springer.
7. Sternberg, R. J., & Sternberg, K. (Eds.). (2019). *The new psychology of love* (2nd ed.). Cambridge University Press.
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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 VI

6.6

O-J-T

Course Title	Applied Psychology – Observation in various settings
Course Credits	4
Course Outcomes	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> 1. Apply core psychological concepts to real-world settings outside the clinical context. 2. Develop essential professional skills including observation, ethical conduct, interpersonal communication, and report writing. 3. Analyze the role of environmental and systemic factors in shaping human behaviour and well-being in different spaces. 4. Synthesize field observations with psychological theory to produce a reflective and analytical field report.
Module 1 (Credit 1) Foundation of Ethical Observation	
Learning Outcomes	<ol style="list-style-type: none"> 1. After studying the module learners will be able to: 2. Articulate the ethical principles of non-invasive observation, confidentiality, and professional boundaries in non-clinical settings. 3. Design and employ systematic observation tools (e.g., structured checklists, anecdotal records) for data collection. 4. Practice effective professional communication skills for seeking opportunities and interacting with personnel.
Content Outline	<p>1.1 Ethical Fieldwork: Principles of Consent, Anonymity, and Non-Maleficence in Public/Private Spaces.</p> <p>1.2 The Art of Systematic Observation: Moving from Anecdote to Data.</p> <p>1.3 Professional Communication: Writing Inquiry Emails, Representing the Discipline, and Conducting Informational Interviews</p> <p>1.4 Creating a Learning Agreement: Defining Personal Learning Goals and Project Scope with the Host Organization.</p>
Module 2 (Credit 1) Human Behaviour in the Service & Retail Sector	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Observe and analyze customer-employee interactions, identifying triggers for

	<p>satisfaction and conflict.</p> <ol style="list-style-type: none"> 2. Apply theories of motivation (e.g., Self-Determination Theory) and stress to understand frontline employee behaviour. 3. Observe group dynamics, teamwork, and leadership styles within a fast-paced environment. 4. Document the influence of store layout, music, and signage (environmental psychology) on customer behaviour.
Content Outline	<p>2.1 Observe and analyze customer-employee interactions, identifying triggers for satisfaction and conflict.</p> <p>2.2 Apply theories of motivation (e.g., Self-Determination Theory) and stress to understand frontline employee behaviour.</p> <p>2.3 Observe group dynamics, teamwork, and leadership styles within a fast-paced environment.</p> <p>2.4 Document the influence of store layout, music, and signage (environmental psychology) on customer behaviour.</p>
Module 3 (Credit 1) Human Behaviour in Educational & Community Spaces	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Observe and document different learning styles and classroom management techniques. 2. Analyze group formation and social dynamics among children/adolescents in a non-clinical setting. 3. Identify the psychosocial challenges and support systems for specific community groups (e.g., senior citizens, children). 4. Observe the role of non-profit organizations in providing community mental health support and social connection.
Content Outline	<p>3.1 Learning in Action: Observing Attention, Memory, and Reinforcement in a Classroom/Afterschool Program.</p> <p>3.2 Social Development: Peer Interactions, Bullying, and Pro-social Behaviour.</p> <p>3.3 Community Psychology: Observing the Impact of Programs for Seniors, Underprivileged Children, or Special Needs Groups.</p> <p>3.4 The Role of the Facilitator: Leadership and Interpersonal Skills in Community Building.</p>

Module 4 (Credit 1) Human Behaviour in Corporate & Public Spaces	
Learning Outcomes	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> 1. Observe the manifestations of organizational culture in communication patterns and workplace rituals. 2. Analyze the psychology of meetings, collaboration, and decision-making processes. 3. Apply concepts of human factors and user-centric design by observing people in a public space (mall, library, park). 4. Synthesize observations from all modules to build a multi-faceted understanding of applied psychology.
Content Outline	<ol style="list-style-type: none"> 4.1 Decoding Corporate Culture: Rituals, Communication Flow, and Power Dynamics. 4.2 Group Dynamics in the Workplace: Meetings, Team Projects, and Collaborative Problem-Solving. 4.3 Human Factors in Public Spaces: Observing Navigation, Wayfinding, and Public Behaviour. 4.4 Integrating Perspectives: From the Individual to the System.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. **Daily Log:** Must include signatures, date and time of presence at the organization – 10 marks
2. **Observation Report:** Observations should be based around one theme of psychology like motivation, memory, personality – 15 marks
3. **Presentation:** Present their learnings, challenges and understanding of the field – 10 marks
4. **Viva:** How did their experience shape their understanding of psychology as a field - 10 marks

Suggested OJT Areas:

1. Service & Retail: Retail chains (e.g., Crossword, Starbucks, H&M), Hotels (front desk/banquets), Restaurants (chain outlets), Multiplex Cinemas.
2. Educational & Child-Focused: Private School (as a Teaching Assistant for a specific subject), Afterschool Activity Centers (e.g., drama, sports, art classes), Daycare Centers.
3. Community & Non-Profit: NGOs working with children (e.g., Akanksha Foundation), senior citizen activity centers, community libraries, environmental awareness groups.
4. Corporate (Non-HR): In a marketing department (observing consumer behaviour meetings), a startup (observing team dynamics and innovation), or a public relations firm.

5. Public Spaces: Conduct a structured observation project in a public park, a mall food court, or a local train station (focusing on human factors and crowd behaviour), with guidance and necessary permissions.

Recommendation: No student should visit any centre alone. There should be more than one student at any given centre at the same time.

References:

1. Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. Sage Publications.
2. Gravetter, F. J., & Forzano, L. B. (2018). *Research methods for the behavioral sciences* (6th ed.). Cengage Learning.