



SNDT Women's University, Mumbai

**Bachelor of Psychology**  
***as per NEP-2023-24***

**Syllabus**  
**SEM III & IV**  
**(w.e.f. 2025-26)**

*(Options related to our area of study to be provided with “OR” for baskets of different types)*

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	<b>Semester III</b>					
30111011	Fundamentals of Social Psychology	Major (Core)	4	100	50	50
30111012	Developmental Psychology Across the Lifespan	Major (Core)	4	100	50	50
30111013	Personality Psychology	Major (Core)	4	100	50	50
30311011	Workplace Psychology	Minor	2	50	0	50
30411011	Health Psychology	OEC	2	50	0	50
		AEC	2	50	50	0
31311001	Field Project in Psychology - I	FP	2	50	50	0
		CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>
	<b>Semester IV</b>					
40111011	Psychology of Interpersonal & Group Processes	Major (Core)	4	100	50	50
40111012	Introduction to Psychological Testing and Assessment	Major (Core)	4	100	50	50
40111013	Disability, Addiction and Rehabilitation Psychology	Major (Core)	4	100	50	50
40411011	Media Psychology	OEC	2	50	0	50
40711011	Conflict Management	SEC	2	50	0	50
		AEC	2	50	0	50
41511001	Community Engagement in Psychology	CE	2	50	50	0
		CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>

**SEMESTER III****3.1 Major Core**

<b>Course Title</b>	Fundamentals of Social Psychology
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> <li>1.Utilise fundamental Social Psychological constructs for analysing human behaviour</li> <li>2.Classify various cognitive, emotive and behavioural components of operating in social situations</li> <li>3.Design interventions for social behaviour modification through attitudinal change</li> <li>4.Generate strategies for reducing prejudice and discrimination suited to their contexts</li> </ol>
<b>Module 1 (Credit 1) Invitation to Social Psychology</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> <li>1.To explore the scope of Social Psychology through a scientific lens</li> <li>2. To examine the basic building blocks of social cognition</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1.1 Definition, Nature and Scope</li> <li>1.2 Research Methods in Social Psychology</li> <li>1.3 Constructing the Social World through Schemas</li> <li>1.4 Errors in Social Cognition</li> </ol>
<b>Module 2 (Credit 1) Understanding People</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> <li>1.To apply an understanding of effective use of nonverbal communication in forming and making impressions</li> <li>2. To evaluate ascriptions of Social behavior and eliminate errors in attribution</li> </ol>

<b>Content Outline</b>	<p>2.1 Non-verbal Communication &amp; Deception</p> <p>2.2 Attribution: Concept and Theories</p> <p>2.3 Errors in Attribution</p> <p>2.4 Impression Formation &amp; Management</p>
<b>Module 3 (Credit 1) Evaluating Situations and People</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <p>1. Analyze the relationship between attitudes and behaviour</p> <p>2. Utilize persuasion and dissonance to change attitudes.</p>
<b>Content Outline</b>	<p>3.1 Attitudes &amp; 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>
<b>Module 4 (Credit 1) Stereotypes Prejudice and Discrimination</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <p>1. Differentiate between stereotypes and Prejudice</p> <p>2. Apply different techniques reducing Prejudice to make a better life</p>
<b>Content Outline</b>	<p>4.1 Stereotypes: evident and hidden (Gender and Singlism)</p> <p>4.2 Prejudice: Nature and Origins</p> <p>4.3 Discrimination &amp; Modern Racism</p> <p>4.4 Techniques for Countering Prejudice</p>

**Assignments:**

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

**References:**

Aronson, E., Wilson, T. D., Sommers, S. R., Page-Gould, E., & Lewis, N., Jr. (2023). *Social Psychology* (11th ed.). Hoboken, NJ: Pearson.

Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology* (15th global ed.). Harlow, England: Pearson.

Baumeister, R. F., & Bushman, B. J. (2020). *Social Psychology and Human Nature* (5th ed.). Boston, MA: Cengage Learning.

Crawford, L. A., & Novak, K. B. (2024). *Individual and Society: Sociological Social Psychology* (3rd ed.). New York: Routledge.

Crisp, R. J., Turner, R. N., & Meleady, R. (2024). *Essential Social Psychology* (5th ed.). Thousand Oaks, CA: Sage Publications.

Collett, J. L., DeLamater, J. D., & Hotlin S. (2024). *Social Psychology* (10th ed.). New York: Routledge.

Dickerson, P. (2024). *Social Psychology: Traditional and Critical Perspectives*. (2nd ed.). Thousand Oaks, CA: Sage Publications.

Franzoi, S., & Oswald, D. L. (2021). *Social Psychology* (8th ed.). Redding, CA: BVT Publishing.

Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2023). *Social Psychology* (6th ed.). New York: W. W. Norton & Co.

Greenberg, J., Schmader, T., Arndt, J., & Landau, M. (2020). *Social Psychology: The Science of Everyday Life* (3rd ed.). New York: Worth Publishers.

धोरमारे, ए., द्रासल, पी. (2015). सामाजिक मानसशास्त्र. हीअरसन पब्लिकेशन्स.

गाडेकर, के. (2003). प्रगत सामाजिक मानसशास्त्र. प्रशांत पब्लिकेशन्स.

**Semester III****3.2 Major Core**

<b>Course Title</b>	Developmental Psychology Across the Lifespan
<b>Course Credits</b>	04
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Develop a detailed foundation of basic concepts in Developmental Psychology
	2. Classify various agents and determinants of cognitive and psychosocial development
	3. Examine the various factors contributing to the transitions in the psychosocial self
	4. Analyze the developments in adults' sense of self, emotions, attachments & relationships
<b>Module 1 Introduction to Developmental Psychology</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Categorize the various building blocks of the contexts of development</li> <li>2. Compare how emotional and cognitive development progresses from infancy to adolescence</li> </ol>

<b>Content Outline</b>	<p>1.1 Introduction to Developmental Psychology &amp; Theoretical perspectives: Freud and Erikson</p> <p>1.2 Contexts of development : Family, Peers, School and technology</p> <p>1.3 Development of emotions from Infancy to Adolescence</p> <p>1.4 Development of Attachment from Infancy to Adolescence</p>
<b>Module 2 Early stages of the Thinking and Relational self: Childhood to Adolescence</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Evaluate the various components of cognitive and psychosocial development from infancy to adolescence</li> <li>2. Predict the course of development of self and morality</li> </ol>
<b>Content Outline</b>	<p>2.1 Development of Cognition from infancy to Adolescence: Piaget and Beyond</p> <p>2.2 Understanding Self and Others from infancy to adolescence</p> <p>2.3 Development of Friendships and Stages of Play</p> <p>2.4 Development of Moral thought from early childhood to adolescence</p>

<b>Module 3 (Credit 1) Advancement of the Thinking and Relational Self : Emerging Adulthood to Late Adulthood</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Outline the process of cognitive and emotional development through adulthood
	2. Trace the development of various relationships across adulthood
<b>Content Outline</b>	<p>3.1 Development of Post-formal cognition</p> <p>3.2 Erikson’s Stages of Adult Psychosocial development</p> <p>3.3 Development of sense of self, emotions and relationships through adulthood</p> <p>3.4 Relationships in adulthood: Friendships and partnerships</p>
<b>Module 4 (Credit 1) The Productive self: Emerging Adulthood to Late Adulthood</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Discuss how the domain of work contributes to psychosocial development across adulthood
	2. Examine various routes to healthy adaptation to retirement
<b>Content Outline</b>	<p>4.1 Higher Education and self growth</p> <p>4.2 Early career choices</p> <p>4.3 Careers and expertise in middle adulthood</p> <p>4.4 Transitioning to retirement and Adjustment</p>

## Assignments

1. Group Projects/ presentations
2. Making Social media content
3. Designing Awareness/ Persuasive Campaigns
4. Book/Film reviews (including documentary films)
5. Case Studies, Personal Narratives
6. Observation/ Interview Projects
7. Relational Disengagement, neighborhoods of ageing and grieving loss

## References

- Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (2006). Life Span Theory in Developmental Psychology. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Theoretical models of human development* (6th ed., pp. 569–664). John Wiley & Sons, Inc.
- Baumrind, D. (2013). Authoritative parenting revisited: History and current status. In R. E. Larzelere, A. Sheffield, & A. W. Harrist (Eds.), *Authoritative parenting: Synthesizing nurturance and discipline for optimal child development* (pp. 11–34). American Psychological Association.
- Berk, L. E. (2007). *Development through the lifespan* (4th ed.). Allyn & Bacon.
- Erikson, E. (1982). *The life cycle completed*. Norton & Company.
- Kuther, T. (2023). *Lifespan development: Lives in context*. Sage Publications.
- Knight, E., & Lee, E. (2008). *A guide to teaching developmental psychology*. Wiley-Blackwell.
- Santrock, J. (2020). *A topical approach to lifespan development*. McGraw Hill Higher Education.
- Shaffer, D., & Kipp, K. (2012). *Developmental psychology: Childhood and adolescence* (9th ed.). Wadsworth Cengage Learning.
- Leman, P., Bremner, A., Parke, R., & Gauvain, M. (2019). *Developmental psychology* (2nd ed.). McGraw Hill Education.
- Morra, S., Gobbo, C., Marini, Z., & Sheese, R. (2008). *Cognitive development: Neo-Piagetian perspectives*. Lawrence Erlbaum Associates.
- Ruble, D. N., Martin, C., & Berenbaum, S. (2006). Gender development. In W. Damon & R. M. Lerner (Series Eds.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (6th ed., pp. 858–932). Wiley.
- डॉ.रा.र.बोरुडे, डॉ.मेधा कुमठेकर, डॉ.शीला गोळविलकर (2023). वैकासिक मानसशास्त्र. पुणे विद्यार्थी गृह.

**SEMESTER III****3.3 Core**

<b>Course Title</b>	Personality Psychology
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After completing this course learners will be able to: 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
<b>Module 1 (Credit 1) Introduction to Personality Psychology</b>	
<b>Learning Outcomes</b>	After studying the module learners will be able to: 1. Gain a historical perspective on personality psychology 2. Identify ways to evaluate and source personality data
<b>Content Outline</b>	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
<b>Module 2 (Credit 1) Dispositional Domain</b>	
<b>Learning Outcomes</b>	After studying the module learners will be able to: 1. Comprehend traits and their structure 2. Theorise fluctuations in personality
<b>Content Outline</b>	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
<b>Module 3 (Credit 1) Intrapsychic Domain</b>	

<b>Learning Outcomes</b>	After studying the module learners will be able to: 1. Conceptualize personality dynamics according to Freud 2. Review humanistic theories to gain insight into the psyche
<b>Content Outline</b>	3.1 Psychoanalysis – Structure, dynamics and psychosexual stages of development 3.2 Structure & Dynamics of personality 3.3 Motives according to Maslow 3.4 Motives in the Rogers tradition
<b>Module 4: Social &amp; Cultural Domain</b>	
<b>Learner Outcome</b>	After studying the module learners will be able to: 1. Conceptualize cultural influences in personality development 2. Identify and Explain Cultural Universals Across Societies
<b>Content Outline</b>	4.1 Personality & Social interaction – An Overview 4.2 Evoked Culture 4.3 Transmitted Culture 4.4 Cultural Universals

**Assignments:**

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

**References:**

Ashton, M. C. (2022). *Individual Differences and Personality* (4th ed.). Academic Press.

Burger, J. M. (2019). *Personality* (10th ed.). Cengage Learning.

Carver, C. S., & Scheier, M. F. (2017). *Perspectives on Personality* (8th ed.). Pearson Education

Cervone, D., & Pervin, L. A. (2019). *Personality: Theory and Research* (14th ed.). John Wiley & Sons.

Cloninger, S. C. (2019). *Theories of Personality: Understanding Persons* (7th ed.). Pearson

Feist, J, Feist, G.J., and Roberts, T. (2013). *Theories of Personality*, 8th Edition. NY: McGraw-Hill.

Haslam, N., Smillie, L., & Song, J. (2017). *An Introduction to Personality, Individual Differences and Intelligence* (2nd ed.). Sage Publications.

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.

Ryckman, R. M. (2013). *Theories of personality* (10th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Schultz, D. P., & Schultz, S. E. (2017). *Theories of Personality* (11th ed.). Cengage Learning.

Sollod, R. N., Monte, C. F., & Wilson, J. P. (2020). *Beneath the Mask: An Introduction to Theories of Personality* (9th ed.). Wiley.

बर्वे, ब. न.. (2015). व्यक्तिमत्व सिद्धांत. Available on Amazon.

**SEMESTER III****3.4 Minor**

<b>Course Title</b>	Workplace Psychology
<b>Course Credits</b>	2 Credit Course
<b>Course Outcomes</b>	After going through the course, learners will be able to:
	1. Examine the field of organizational behaviour
	2. Analyze attitudes, motivation and diversity affecting work behavior
	3. Recognize various stages team development
	4. Equip students with knowledge of building cohesive teams within organizations
<b>MODULE 1: Introduction &amp; Individual level processes</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to:</b>
	1. Examine the field of Organizational Behavior
	2. Identify major disciplines which contribute to the field of Organizational Behavior

<b>Content Outline</b>	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
<b>Module 2: Managing Work Teams</b>	
<b>Learning Outcomes</b>	<p><b>After learning the module, learners will be able to:</b></p> <ol style="list-style-type: none"> <li data-bbox="517 902 1380 1070">1. Analyze the Role of Teamwork in the Workplace and Explore Team Development and Team Diversity</li> <li data-bbox="517 1070 1380 1207">2. Develop Team Management Skills &amp; Identify Opportunities and Challenges in Team Building</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li data-bbox="517 1211 1380 1245">2.1 Teamwork in the Workplace</li> <li data-bbox="517 1245 1380 1279">2.2 Team Development &amp; Team Diversity</li> <li data-bbox="517 1279 1380 1312">2.3 Team Management</li> <li data-bbox="517 1312 1380 1429">2.4 Opportunities and Challenges to Team Building</li> </ol>

**Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):**

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

## References:

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.

Champoux, J. E. (2010). *Organizational Behavior: Integrating individuals, groups and organizations*. Routledge.

Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2021). *Organizational behavior: Improving performance and commitment in the workplace* (7th ed.). McGraw-Hill.

Greenberg, J. (2019). *Behavior in organizations* (11th ed.). Pearson.

Landy, F. J., & Conte, J. M. (2019). *Work in the 21st century: An introduction to industrial and organizational psychology* (6th ed.). Wiley.

Kumar, R., & Singh, P. (Eds.). (2022). *Indian cases in organizational behaviour: Insights for leading individuals and teams | Includes real life case studies*. Sage Publications.

Rahim, M. A. (2011). *Managing conflict in organizations* (4th ed.). Transaction Publishers.

Robbins, S. P., & Judge, T. A. (2025). *Organizational behavior* (19th ed.). Pearson.

Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.

Schneider, B., & Barbera, K. M. (Eds.). (2014). *The Oxford handbook of organizational climate and culture*. Oxford University Press.

गाडेकर, के., रसाळ, पी., दरेकर, डी., डोरमारे, ए. (2012). *औद्योगिक आणि संघटनात्मक मानसशास्त्र*. डायमंड पब्लिकेशन

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

<b>Course Title</b>	Health Psychology
<b>Course Credits</b>	2 credits Course
<b>Course Outcomes</b>	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. Analyze the Role of Health Psychology in Healthcare and Social Change
<b>MODULE 1: An Introduction to Health Psychology</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to:</b>
	Define health psychology, its nature, and aims. & Analyze key health behavior models and their applications.
	Identify factors influencing health behaviors. & Apply health psychology concepts in clinical and real-world settings.

<p><b>Content Outline</b></p>	<p>1.1 Health Psychology – Definitions, Nature &amp; 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><b>Module 2: Primary Prevention &amp; Health Promotion</b></p>	
<p><b>Learning Outcomes</b></p>	<p><b>After learning the module, learners will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Analyze the Concept of Quality of Life and Health Behavior &amp; examine the Role of Development, Gender, and Sociocultural Factors in Health</li> <li>2. Evaluate Health-Promoting Behaviors &amp; Assess Strategies for Changing Health Behaviors Through Social Engineering</li> </ol>
<p><b>Content Outline</b></p>	<p>2.1 Quality of life and Health Behaviour</p> <p>2.2 Development and Health, Gender and Health &amp; 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>

**Assignments:**

**Choose any 2 -**

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. Submit a report of a successful Health Awareness Campaign

### References:

Brannon, L., Feist, J., & Updegraff, J. A. (2018). *Health psychology: An Introduction to Behavior and Health* (9th ed.). Cengage Learning.

Dimatteo, M. R., & Martin, L. R. (2018). *Health psychology* (2nd ed.). Pearson.

Friedman, H. S., & Adler, N. E. (Eds.). (2018). *Foundations of Health Psychology*. Oxford University Press.

Hughner, R. S., & Kleine, S. S. (Eds.). (2020). *Health Psychology: Well-being in a Diverse World*. Routledge.

Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). *Health Psychology: Theory, Research and Practice* (5th ed.). SAGE Publication

Ogden, J. (2019). *Health psychology: A textbook* (6th ed.). McGraw-Hill Education.

Sarafino, E. P., & Smith, T. W. (2019). *Health psychology: Biopsychosocial interactions* (10th ed.). Wiley.

Schneiderman, N. (Ed.). (2024). *APA Handbook of Health Psychology* (Vols. 1–3). American Psychological Association.

Straub, R. O. (2019). *Health psychology: A Biopsychosocial Approach* (6th ed.). Worth Publishers.

Taylor, S. E. (2017). *Health psychology* (10th ed.). McGraw-Hill Education.

गाडेकर, के. (2020). आरोग्याचे मानसशास्त्र. डायमंड पब्लिकेशन.

राजहंस, मानसी (2020). संघटना मानसशास्त्र. उन्मेष प्रकाशन

### 3.7 Field Project in Psychology

<b>Course Title</b>	Field Project
<b>Course Credits</b>	2 Credits
<b>Course Outcomes</b>	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze the practical applications of psychological theories in various fields such as clinical, forensic, industry, and community psychology.</li> <li>2. Explore alternative fields in the area of psychological wellness including design psychology, dance therapy, art therapy, sound therapy, music therapy, light therapy and hypnotherapy, virtual reality and digital psychology.</li> </ol>
<b>Module 1 (Credit 1) Psychological Theory in Action</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify areas where psychological theory is applied</li> <li>2. Bridge the gap between theory and practical application with recognition of cultural landscape</li> </ol>
<b>Content Outline</b>	<p>Students will explore different spaces including corporate, art, finance, community where psychological theories are evident. They will study the process and then apply psychological concepts to the understanding of the process. A written report will be submitted at the end where the students explain the real-world application of the theory. For instance advertising agencies, offices, NGO's, sports academy's etc.</p>
<b>Module 2 (Credit 1) Title :- Alternative WellBeing Methods</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate non-traditional therapy systems</li> <li>2. Review processes that can aid well being</li> </ol>

<b>Content Outline</b>	Learners will select a particular wellness area that is popular but does not fall under the traditional schools of Western Psychology. This includes dance, drama, movement, art, hypnosis, colour therapies etc. They will participate for at least 60 hours and submit a diary with hourly details. Finally they will conduct an interview with a practitioner or trainer from that particular system. The student will submit a detailed analysis of the system along with a transcript of the interview and explain its validity as a well being measure.
------------------------	---

**Assignments:**

1. Students have to submit a detailed log covering 60 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 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.**

**SEMESTER IV****4.1 Major Core**

<b>Course Title</b>	Psychology of Interpersonal & Group Processes
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse and link facets of human behaviour with membership to various groups</li> <li>2. Formulate ways to reduce aggression in their daily lives</li> <li>3. Develop insights on being mindful of situations of conformity, destructive obedience and compliance</li> <li>4. Utilise relational webs to enhance subjective well-being</li> </ol>
<b>Module 1 (Credit 1) Group Membership and its effects</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> <li>1. To describe the effects of groups on individual behaviour</li> <li>2. To map conformity, and Cooperation-Competition in social behaviour</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1.1 Definition, Types and characteristics of groups</li> <li>1.2 Effects of groups on performance &amp; decision making</li> <li>1.3 Conforming to group norms</li> <li>1.4 Competition and cooperation in groups</li> </ol>
<b>Module 2 (Credit 1) Influences on Behaviour</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Delimit patterns of Obedience and Compliance in Interpersonal relationships</li> </ol>

	2. To prepare a model facilitating protocol behaviour
<b>Content Outline</b>	<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>
<b>Module 3 (Credit 1) .Aggression</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <p>1.Characterize causes of aggression in their social context</p> <p>2..To design various measures of management of aggression</p>
<b>Content Outline</b>	<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>
<b>Module 4 (Credit 1)Relational Aspects of our Social World</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <p>1.To illustrate the factors in Interpersonal attraction</p> <p>2. To construct a model of social support to combat stress and enhance well-being</p>
<b>Content Outline</b>	<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>

**Assignments:**

1. Group presentation on human behaviour based on group membership
2. Group plays exemplifying different types of group interactions
3. Submit a report on types of social influence
4. Book or Film reviews on aggression
5. Field experiments on factors affecting interpersonal attraction
6. Group project on counteracting stress through policy intervention.

**References:**

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

**Semester-IV****4.2 Major-Core**

<b>Course Title</b>	Introduction to Psychological Testing and Assessment
<b>Course Credits</b>	4 credit course
<b>Course Outcomes</b>	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
<b>MODULE 1: INTRODUCTION OF PSYCHOLOGICAL TESTS</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to:</b>
	1. Explain concepts of psychological testing and assessment
	2. Discuss the various factors affecting psychological testing
<b>Content Outline</b>	1.1 Psychological Test & Assessment - Definition and types 1.2 History, Scope & Types of Psychological Test 1.3 Factors affecting testing 1.4 Ethical considerations in Psychological Testing

<b>Module 2: Principles of Psychological Testing</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to:</b>
	1. Familiarise with the steps in test construction
	2. Explain the psychometric properties like reliability, validity and norms
<b>Content Outline</b>	<p>2.1 Test development &amp; Item Analysis</p> <p>2.2 Reliability: Concept &amp; Types</p> <p>2.3 Validity: Concept &amp; Types</p> <p>2.4 Norms: Concept &amp; Types.</p>
<b>Module 3: Testing of Intelligence &amp; Aptitude</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to:</b>
	1. Describe specific tools of measurement of Intelligence, aptitude and interest
	2. Explain the uses of specific tools of measurement of Intelligence, aptitude, psycho-educational battery and interest
<b>Content Outline</b>	<p>3.1 Intelligence: Introduction, Stanford Binet Scales (5<sup>th</sup> ed), Wechsler Scales- WAIS IV &amp; WISC IV, 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 – Nature, Strong's Interest Inventory</p>

<b>Module 4 : Personality &amp; Neuropsychological Assessment</b>	
<b>Learning Outcome</b>	1. Describe the nature of Personality and neuropsychological assessment
	2. Explain the uses of specific tools of Personality and neuropsychological assessment
<b>Content Outline</b>	<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 &amp; Psycho physiological method</p> <p>4.4 Neuropsychological Assessment: Nature, Luria-Nebraska, Bender Visual-Motor, Haistead-Reitan Battery</p>

**Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):**

1. Group presentation on psychological testing and assessments
2. Develop a 5-item psychological test and study its psychometric properties
3. Administer and score intelligence and aptitude tests
4. Quiz on personality and neuropsychological tests

References:

Aiken, L. R., Groth-Marnat, G. (2009). *Psychological testing and assessment*. (12th ed). New Delhi: Pearson Education.

Anastasi, A., & Urbina, S. (2017). *Psychological testing* (7th ed.). Pearson India.

Cohen, R.J., & Swerdlik, M.E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th Ed.). New York: McGraw- Hill.

Gary Groth-Marnat (2016) *Handbook of Psychological Assessment* (6<sup>th</sup> Ed). John Wiley & Sons, Inc.

Gregory, R. J. (2014). *Psychological testing: History, Principles and Applications*. (6th ed.) Boston: Pearson Education.

Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education

Kaplan, R.M. and Saccuzzo, D.P. (2018). *Psychological Testing: Principles, Applications, and Issues* (9th Ed.) Wadsworth, Cengage.

Murphy, K. R., & Davidshofer, C. O. (2019). *Psychological Testing: Principles and Applications*. (6th ed). New Delhi: Pearson.

Miller, L. A., Lovler, R. L., & McIntire, S. A. (2013). *Psychological Testing: A Practical Approach*. New Delhi: Sage Publications.

Reynolds, C. R., & Altmann, R. A. (2021). *Mastering Modern Psychological Testing: Theory and methods*. (2<sup>nd</sup> Ed) Springer. New Delhi: Sage Publications.

बर्वे, बी.एन. (2015). मनशास्त्री चाचण्या. Available on Amazon.

बर्वे, बी. एन (2015). मनोमापन. विद्या प्रकाशन

पाटील, ए. (2008). मानसशास्त्रीय चाचण्या (New ed., 2021). डायमांड पब्लिकेशन्स

**SEMESTER -IV****4.3 Major (CORE)**

<b>Course Title</b>	Disability, Addiction and Rehabilitation Psychology
<b>Course Credits</b>	4 credits Course
<b>Course Outcomes</b>	After going through the course, learners will be able to:
	1. Define and classify different types of disabilities and their psychological, social, and medical implications.
	2. Identify evidence-based psychological and medical interventions for addiction recovery and disability management.
	3. Explain the concepts, classifications, and diagnostic criteria of substance use and behavioral addictions.
	4. Assess the effectiveness of rehabilitation programs, including inpatient, outpatient, and community-based models.
<b>MODULE 1: Understanding Disability</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to:</b>
	1. Explain the concept of disability, its types, causes, and socio-psychological impact.
	2. Analyze various models and approaches to disability, including medical and social perspectives.
<b>Content Outline</b>	1.1 Definition and Types of Disability 1.2 Person -Environment Relation and ICF Model 1.3. Psycho-social Concepts for understanding Disabilities 1.4.Stigma Stereotyping and Disability
<b>Module 2: Disability and Rehabilitation</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to:</b>
	1. Explain the principles of positive psychology in the context of rehabilitation & Evaluate the impact of positive emotions, hope, and optimism in the

	rehabilitation process.
	2. Assess the effectiveness of multi-level approaches in preventing disability-related challenges & Explore the concept of quality of life in individuals with disabilities.
<b>Content Outline</b>	2.1. Positive Perspectives of Rehabilitation Psychology 2.2 Levels of Analysis for Prevention and Treatment, Culturally Competent Intervention 2.3 Resilience and Disability 2.4 Living a Good life with disability,
<b>MODULE 3: Understanding Addiction</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to:</b>
	1. Define and understand types of addiction
	2. Illustrate models of addiction
<b>Content Outline</b>	3.1 Definitions and classifications of addiction 3.2 Neurobiology of Addiction 3.3 Theories and Models of Addiction 3.4 Behavioral Addictions (Gambling, gaming, and internet addiction, Food, shopping, and exercise addiction)
<b>MODULE 4: Rehabilitation and Interventions in Addiction</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to:</b>
	1. Identify evidence-based interventions for addiction, including psychological, medical, and social approaches.
	2. Analyze the effectiveness of community-based support programs and harm reduction strategies.
<b>Content Outline</b>	4.1. Public Health Interventions 4.2. Psychological Interventions 4.3. Neuromodulation technologies for treatment of substance use 4.4. Harm reduction strategies and relapse prevention

**Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):**

1. Group report on the concept of disability and the different models used to understand it
2. Visits to Rehabilitation centres/ NGOs working on Disability and submit a report on Prevention and Treatment
3. Case study of individuals battling different types of addictions with it's theoretical explanation
4. Analysis of a successful rehabilitation or intervention program

### References:

Albrecht, G. L., Seelman, K. D., & Bury, M. (Eds.). (2001). *Handbook of disability studies*. SAGE Publications.

Andrews, E. (2020). *Disability as Diversity: Developing Cultural Competence*. Oxford University Press.

Franken, H., Weirs, R. and Witkiewitz, K. (Eds.). (2024). *The Sage Handbook of Addiction Psychology*. Sage Publication.

DiClemente, C. C. (2018). *Addiction and change: How addictions develop and addicted people recover* (2nd ed.). Guilford Press.

Dunn, D. S. (2015). *The social psychology of disability*. Oxford University Press.

Goodley, D., B. Hughes and L. Davis. (2011). *Disability and Social Theory*. Palgrave Macmillian.

Goodley, D. (2016). *Disability studies: An Interdisciplinary Introduction* (2nd ed.). SAGE Publications.

Kopetz, C. E., & Lejuez, C. W. (Eds.). (2020). *The SAGE Handbook of Addiction psychology*. SAGE Publications.

Marlatt, G. A., & Donovan, D. M. (Eds.). (2005). *Relapse prevention: Maintenance strategies in the treatment of addictive behaviors* (2nd ed.). Guilford Press.

McColl, M. A. (2019). *Introduction to disability* (2nd ed.). Slack Incorporated.

West, R. (2013). *Theory of addiction* (2nd ed.). Wiley-Blackwell.

Ziegler, S. M. (2011). *Concepts in Health Care: Disability and Rehabilitation*. Jones & Bartlett Learning

राजहंस, एम. एम. (2020). मानसशास्त्र आरोग्याचे. उन्मेष प्रकाशन.

शर्मा, ए. (2017). मुलांमध्ये शारीरिक आणि संज्ञानात्मक अपंगत्वाचे बहुविद्याशाखीय व्यवस्थापन मराठीत. न्यूरोजन स्प्राइन अँड ब्रेन इन्स्टिट्यूट

**SEMESTER IV****4.4 Vertical Name - OEC**

<b>Course Title</b>	Media Psychology
<b>Course Credits</b>	2 Credits
<b>Course Outcomes</b>	After completing this course learners will be able to: <ol style="list-style-type: none"> <li>1. Explain psychological theories related to media effects and consumption.</li> <li>2. Analyze the cognitive, emotional, and behavioral impacts of media.</li> </ol>
<b>Module 1 (Credit 1) Title :- Introduction to Media Psychology</b>	
<b>Learning Outcomes</b>	After studying the module learners will be able to: <ol style="list-style-type: none"> <li>1. Define media psychology and understand its scope.</li> <li>2. Explain Theories of Media</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1.1 Definition, Scope and History of Media Psychology</li> <li>1.2 Media and Human Perception</li> <li>1.3 Theories of Media Effects</li> <li>1.4 The role of media in everyday life</li> </ol>
<b>Module 2 (Credit 1) Title :- Cognitive and Emotional Effects of Media</b>	
<b>Learning Outcomes</b>	After studying the module learners will be able to: <ol style="list-style-type: none"> <li>1. Explain Cognitive and Emotional Effects of Media and the impact of entertainment media on behavior.</li> <li>2. Evaluate ethical concerns about psychological effects and explore the future implications of AI, VR, and the Metaverse in media psychology.</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>2. 1 Cognitive and Emotional Effects of Media</li> <li>2.2 The influence of entertainment media on behavior and attitudes</li> <li>2.3 Ethical considerations in media production and consumption</li> <li>2.4 The future of media psychology: AI, VR, and the Metaverse</li> </ol>

**Assignments:****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:**

- Haidt, J. (2024). *The anxious generation: How social media creates a mental health crisis*. Penguin Press.
- Howard, P. N. (2023). *Lies, damned lies, and social media: Misinformation and democracy*. Oxford University Press.
- Kim, Y. (2021). *Digital well-being: Managing screen time and mental health in the digital age*. Routledge.
- Nabi, R. L., & Oliver, M. B. (Eds.). (2020). *The SAGE handbook of media processes and effects*. SAGE Publications.
- Rich, G. J. (2024). *Handbook of media psychology: The science and the practice*. Springer.
- Sharot, T. (2025). *Doom scrolling and mental health: The psychological effects of online negativity*. The Times Press.
- Vorderer, P., & Klimmt, C. (2023). *The psychology of entertainment media: The impact of digital storytelling on emotions and behavior*. Taylor & Francis.
- Ward, A. F. (2022). *Digital distraction and the cognitive impact of media multitasking*. Oxford University Press.
- Weimann, G. (2023). *Misinformation and media: The role of fake news in shaping public opinion*. Cambridge University Press.
- Nabi, R. L., & Oliver, M. B. (Eds.). (2020). *The SAGE handbook of media processes and effects*. SAGE Publications.
- Rich, G. J. (2024). *Handbook of media psychology: Science and the practice*. Springer.
- Sharot, T. (2025). *Doom scrolling and mental health: The psychological effects of online negativity*. The Times Press.

Vorderer, P., & Klimmt, C. (2023). *The psychology of entertainment media: The impact of digital storytelling on emotions and behavior*. Taylor & Francis.

Ward, A. F. (2022). *Digital distraction and the cognitive impact of media multitasking*. Oxford University Press.

Weimann, G. (2023). *Misinformation and media: The role of fake news in shaping public opinion*. Cambridge University Press.

Williams, K. D. (2021). *Social exclusion in digital spaces: The psychological impact of online interactions*. American Psychological Association.

Wilson, R. T. (2023). *Virtual reality, AI, and the metaverse: The future of media psychology*. MIT Press.

Williams, K. D. (2021). *Social exclusion in digital spaces: The psychological impact of online interactions*. American Psychological Association.

Wilson, R. T. (2023). *Virtual reality, AI, and the metaverse: The future of media psychology*. MIT Press.

धरुकर, च. (2024). *अभिव्यक्तिस्वातंत्र्य- प्रसारमाध्यमे आणि कायदा*. अमेझॉन इंडिया

पवार, वि. (2023). *विदर्भ आणि मीडिया*. फ्लिपकार्ट.

**SEM-IV****4.5. SEC**

<b>Course Title</b>	Conflict Management
<b>Course Credits</b>	2
<b>Course Outcomes</b>	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the nature of conflict and dynamics of the conflict process.</li> <li>2. Promote constructive conflict in professional environments</li> <li>3. Analyze essential conflict resolution strategies.</li> <li>4. Develop conflict management skills for handling conflicts in various settings, both personal and professional life.</li> </ol>
<b>Module 1 (Credit 1) Introduction To Conflict</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the levels, types and sources of conflict at workplace.</li> <li>2. Develop skills to handle conflicts effectively and leverage their benefits.</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1.1 Definition of Conflict</li> <li>1.2 Levels and types of Conflict</li> <li>1.3 Common Sources and Response to Conflict at Workplace</li> <li>1.4 Benefits and Challenges of Conflicts</li> </ol>
<b>Module 2 (Credit 1) Conflict Resolution And Management</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the conflict process, different approaches, and resolution strategies.</li> <li>2. Apply conflict management strategies in daily life situations.</li> </ol>

<b>Content Outline</b>	<p>2.1 The Conflict Process</p> <p>2.2 Approaches To Conflict</p> <p>2.3 Conflict Resolution Strategies</p> <p>2.4 Application of Conflict Management in Daily Life</p>
------------------------	---

**Assignments:**

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:**

Westmaas, L., & Carson, K. (n.d.). *Conflict management: Perspectives for the Canadian workplace*. Fanshawe College Pressbooks.

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.

Amason, A. C. (1996). Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. *Academy of Management Journal*, 39(1), 123–125. <https://doi.org/10.2307/256633>

Thomas, K. (1976). Conflict and conflict management. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 889–935). Rand McNally.

Robbins, S. P., & Sanghi, S. (2010). *Organizational behaviour*. Pearson Education.

Zartman, I. W., & Vuković, S. (2023). *Rethinking conflict resolution and management*. Edward Elgar Publishing.

Algert, N. T., Liau-Hing Yep, C., Rogers, K. S., & Stanley, C. A. (2021). *Conflict management and leadership development using mediation*. Information Age Publishing.

Jandt, F. E. (2020). *Conflict and communication* (2nd ed.). Cognella Academic Publishing.

McCorkle, S., & Reese, M. J. (2021). *Personal conflict management: Theory and practice* (2nd ed.). Routledge.

Canary, D. J., & Messman, S. J. (2000). Relationship conflict. In C. Hendrick & S. S. Hendrick (Eds.), *Close relationships: A sourcebook* (pp. 261–270). Sage.

Markman, H. J., Renick, M. J., Floyd, F. J., Stanley, S. M., & Clements, M. (1993). Preventing marital distress through communication and conflict management training: A 4- and 5-year follow-up. *Journal of Consulting and Clinical Psychology, 61*(1), 70–77. <https://doi.org/10.1037/0022-006X.61.1.70>

Psychometrics. (2015). *Warring egos, toxic individuals, feeble leadership: A study of conflict in the Canadian workplace*. Rahim, M. (1983). A measure of styles of handling interpersonal conflict. *Academy of Management Journal, 26*(3), 368–376. <https://doi.org/10.2307/255985>

Capobianco, S., Davis, M., & Kraus, L. (2005). *Managing conflict dynamics: A practical approach*. Eckerd College.

Miles, R. (1980). *Macro organizational behaviour*. Scott Foresman.

सहस्रबुद्धे, जे.व्ही. (2010). शंका समाधान. धार्मिक प्रकाशन संस्था.

#### 4.7 Community Engagement (CE)

<b>Course Title</b>	Community Engagement
<b>Course Credits</b>	2 Credits
<b>Course Outcomes</b>	<p>After completing this course learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Process the principles and ethics of community engagement.</li> <li>2. Develop skills to collaborate with communities in meaningful and sustainable ways.</li> </ol>
<b>Module 1 (Credit 1) Foundations of Community Engagement</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Define key concepts related to community engagement, including service, participation, empowerment, and sustainability.</li> <li>2. Identify ethical considerations and cultural sensitivities in working with diverse communities.</li> </ol>
<b>Content Outline</b>	<p>This module introduces students to the theory and ethics of community engagement through:</p> <ul style="list-style-type: none"> <li>• Case studies of local and global engagement initiatives</li> <li>• Discussions on equity, privilege, and participatory approaches</li> <li>• Guest lectures from community leaders or social workers</li> <li>• Field visits to NGOs, community centres, or grassroots organizations</li> </ul>
<b>Module 2 (Credit 1) Practicing Community Engagement</b>	
<b>Learning Outcomes</b>	<p>After studying the module learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Document the process and impact of their engagement initiative.</li> <li>2. Evaluate their role, contribution, and learning through the experience.</li> </ol>

<b>Content Outline</b>	<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"> <li>• Identifying a specific need or area for support</li> <li>• Designing and implementing a small engagement project (e.g., awareness campaigns, art-based interventions, skill-building workshops)</li> <li>• Maintaining a weekly log or diary of involvement (minimum 60 hours)</li> <li>• Conducting a feedback session with the community or organization</li> <li>• Submitting a project report with objectives, process documentation, community feedback, and personal reflection</li> </ul>
------------------------	--

**Assignments:**

1. Students have to submit a detailed log covering 60 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 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.**