SNDT Women's University, Mumbai

Bachelor of Psychology

as per NEP-2023-24

Syllabus
SEM III & IV

(w.e.f. 2025-26)

SNDTWU UG Psychology Structure with Course Titles

(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
	Semester III					
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
			22	**550**	**300**	**250**
	Semester IV					
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	50	0
40711011	Conflict Management	SEC	2	50	50	0
		AEC	2	50	0	50
41511001	Community Engagement in Psychology	CE	2	50	50	0
		CC	2	50	50	0
			22	**550**	**250**	**300**

SEMESTER III

3.1 Major Core

Course Title	Fundamentals of Social Psychology
Course Credits	4
Course Outcomes	After completing this course learners will be able to: 1.Utilise fundamental Social Psychological constructs for analysing human behaviour 2.Classify various cognitive, emotive and behavioural components of operating in social situations 3.Design interventions for social behaviour modification through attitudinal change 4.Generate strategies for reducing prejudice and discrimination suited to their contexts
Module 1 (Credit 1) Invitation to Social Psychology	
Learning Outcomes	After studying the module learners will be able to: 1.To explore the scope of Social Psychology through a scientific lens 2. To examine the basic building blocks of social cognition
Content Outline	1.1 Definition, Nature and Scope 1.2 Research Methods in Social Psychology 1.3 Constructing the Social World through Schemas 1.4 Errors in Social Cognition
Module 2 (Credit 1) Understanding People	
Learning Outcomes	After studying the module learners will be able to: 1.To apply an understanding of effective use of nonverbal communication in forming and making impressions 2. To evaluate ascriptions of Social behavior and eliminate errors in attribution

Content Outline	2.1 Non-verbal Communication & Deception
	2.2 Attribution: Concept and Theories
	2.3 Errors in Attribution
	2.4 Impression Formation & Management

Module 3 (Credit 1) Evaluating Situations and People

Learning Outcomes	After studying the module learners will be able to:
	1.Analyze the relationship between attitudes and behaviour
	2.Utilize persuasion and dissonance to change attitudes.

Content Outline	3.1 Attitudes & How we learn them
	3.2 The Relationship between attitudes and behaviour
	3.3 Using Communication to change Attitudes: Persuasion
	3.4 Using discomfort to change attitudes: Cognitive Dissonance

Module 4 (Credit 1)Stereotypes Prejudice and Discrimination

Learning Outcomes	After studying the module learners will be able to:
	1.Differentiate between stereotypes and Prejudice
	2.Apply different techniques reducing Prejudice to make a better life

Content Outline	4.1 Stereotypes: evident and hidden (Gender and Singlism)
	4.2 Prejudice: Nature and Origins
	4.3 Discrimination & Modern Racism
	4.4 Techniques for Countering Prejudice

Assignments:

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.

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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.

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Semester III

3.2 Major Core

Course Title	Developmental Psychology Across the Lifespan
Course Credits	04
ourse Outcomes	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

Module 1 Introduction to Developmental Psychology

Learning Outcomes	After learning the module, learners will be able to: 1.Categorize the various building blocks of the contexts of development 2. Compare how emotional and cognitive development progresses from infancy to adolescence

Content Outline	1.1 Introduction to Developmental Psychology & Theoretical perspectives: Freud and Erikson
	1.2 Contexts of development : Family, Peers, School and technology
	1.3 Development of emotions from Infancy to Adolescence
	1.4 Development of Attachment from Infancy to Adolescence

Module 2 Early stages of the Thinking and Relational self: Childhood to Adolescence

Learning Outcomes	After learning the module, learners will be able to
	1. Evaluate the various components of cognitive and psychosocial development from infancy to adolescence
	2. Predict the course of development of self and morality
Content Outline	2.1 Development of Cognition from infancy to Adolescence: Piaget and Beyond
	2.2 Understanding Self and Others from infancy to adolescence
	2.3 Development of Friendships and Stages of Play
	2.4 Development of Moral thought from early childhood to adolescence

Module 3 (Credit 1) Advancement of the Thinking and Relational Self : Emerging Adulthood to Late Adulthood

Learning Outcomes	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
Content Outline	3.1 Development of Post-formal cognition 3.2 Erikson's Stages of Adult Psychosocial development 3.3 Development of sense of self, emotions and relationships through adulthood 3.4 Relationships in adulthood: Friendships and partnerships

Module 4 (Credit 1) The Productive self: Emerging Adulthood to Late Adulthood

Learning Outcomes	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
Content Outline	4.1 Higher Education and self growth 4.2 Early career choices 4.3 Careers and expertise in middle adulthood 4.4 Transitioning to retirement and Adjustment

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.

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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.

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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

Course Title	Personality Psychology
Course Credits	4
Course Outcomes	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
Module 1 (Credit 1) Introduction to Personality Psychology	
Learning Outcomes	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
Content Outline	1.1 Definition, description and history of personality 1.2 Domains of knowledge about human nature 1.3 Role and evaluation of personality theory 1.4 Sources of Personality data
Module 2 (Credit 1) Dispositional Domain	
Learning Outcomes	After studying the module learners will be able to: 1. Comprehend traits and their structure 2.Theorise fluctuations in personality
Content Outline	2.1 Basic formulation of traits 2.2 Eysenck, Cattell & five factor theory 2.3 Theoretical Issues in Trait Psychology 2.4 Personality stability & change over time
Module 3 (Credit 1) Intrapsychic Domain	

Learning Outcomes	After studying the module learners will be able to: 1. Conceptualize personality dynamics according to Freud 2. Review humanistic theories to gain insight into the psyche
Content Outline	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

Module 4: Social & Cultural Domain	
Learner Outcome	After studying the module learners will be able to: 1. Conceptualize cultural influences in personality development 2. Identify and Explain Cultural Universals Across Societies
Content Outline	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

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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.

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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

Course Title	Workplace Psychology
Course Credits	2 Credit Course
Course Outcomes	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

MODULE 1: Introduction & Individual level processes	
Learning Outcomes	**After learning the module, learners will be able to:**
	1. Examine the field of Organizational Behavior
	2. Identify major disciplines which contribute to the field of Organizational Behavior

Content Outline	1.1 Introduction to Organizational Behaviour - Contribution of Behavioural Science to Organizational Behavior
	1.2 Employee Attitudes and Job Satisfaction
	1.3 Work Motivation - Early Theories and Contemporary theories
	1.4 Diversity at workplace

Module 2: Managing Work Teams

Learning Outcomes	**After learning the module, learners will be able to:**
	1. Analyze the Role of Teamwork in the Workplace and Explore Team Development and Team Diversity
	2. Develop Team Management Skills & Identify Opportunities and Challenges in Team Building
Content Outline	2.1 Teamwork in the Workplace 2.2 Team Development & Team Diversity 2.3 Team Management 2.4 Opportunities and Challenges to Team Building

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

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). ओद्योगिक आणि संघटनात्मक मानसशास्त्र. डायमंड पब्लिकेशन

SEMESTER III

3.5 Open Elective Course (OEC)

Course Title	Health Psychology
Course Credits	2 credits Course
Course Outcomes	After going through the course, learners will be able to:
	1.Recognize the Foundations of Health Psychology
	2.Evaluate Psychological and Sociocultural Influences on Health
	3. Apply Health-Promoting Strategies and Behavioral Interventions
	4. Analyze the Role of Health Psychology in Healthcare and Social Change
MODULE 1: An Introduction to Health Psychology	
Learning **Outcomes**	**After learning the module, learners will be able to:**
	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.

Content Outline	1.1 Health Psychology – Definitions, Nature & Aims
	1.2 Introduction to health behaviour- Factors influencing the practice of health behaviour
	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
	1.4 Health psychology today, clinical implications. need, mind- body relationship

Module 2: Primary Prevention & Health Promotion

Learning Outcomes	After learning the module, learners will be able to:
	1. Analyze the Concept of Quality of Life and Health Behavior & examine the Role of Development, Gender, and Sociocultural Factors in Health
	2. Evaluate Health-Promoting Behaviors & Assess Strategies for Changing Health Behaviors Through Social Engineering
Content Outline	2.1 Quality of life and Health Behaviour
	2.2 Development and Health, Gender and Health & Sociocultural Factors and Health
	2.3 Health-promoting behaviours–exercise, healthy diet, sleep, accident prevention, rest, renewal and savouring.
	2.4 Changing Health through Social Engineering

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.

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3.7 Field Project in Psychology

Course Title	Field Project
Course Credits	2 Credits
Course Outcomes	After completing this course learners will be able to: 1. Analyze the practical applications of psychological theories in various fields such as clinical, forensic, industry, and community psychology. 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.
Module 1 (Credit 1) Psychological Theory in Action	
Learning Outcomes	After studying the module learners will be able to: 1. Identify areas where psychological theory is applied 2. Bridge the gap between theory and practical application with recognition of cultural landscape
Content Outline	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.
Module 2 (Credit 1) Title :- Alternative WellBeing Methods	
Learning Outcomes	After studying the module learners will be able to: 1. Evaluate non-traditional therapy systems 2. Review processes that can aid well being

Content Outline	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

Course Title	Psychology of Interpersonal & Group Processes
Course Credits	4
Course Outcomes	After completing this course learners will be able to: 1.Analyse and link facets of human behaviour with membership to various groups 2.Formulate ways to reduce aggression in their daily lives 3.Develop insights on being mindful of situations of conformity, destructive obedience and compliance 4.Utilise relational webs to enhance subjective well-being

Module 1 (Credit 1) Group Membership and its effects	
Learning Outcomes	After studying the module learners will be able to: 1.To describe the effects of groups on individual behaviour 2. To map conformity, and Cooperation-Competition in social behaviour
Content Outline	1.1 Definition, Types and characteristics of groups 1.2 Effects of groups on performance & decision making 1.3 Conforming to group norms 1.4 Competition and cooperation in groups

Module 2 (Credit 1) Influences on Behaviour	
Learning Outcomes	After studying the module learners will be able to: 1. Delimit patterns of Obedience and Compliance in Interpersonal relationships

	2. To prepare a model facilitating protocol behaviour
Content Outline	2.1 Influences of Authority figures: Obedience 2.2 Influence of compliance tactics 2.3 Influence of crowds on helping behaviour: Bystander effects 2.4 Reasons and influences on helping behaviours

Module 3 (Credit 1) .Aggression

Learning Outcomes	After studying the module learners will be able to: 1.Characterize causes of aggression in their social context 2..To design various measures of management of aggression
Content Outline	3.1 Definition and Perspectives 3.2 Basic and Social and Personal Causes of Aggression 3.3 Situational and Cultural Causes of Aggression 3.4 Prevention and Control of Aggression

Module 4 (Credit 1)Relational Aspects of our Social World

Learning Outcomes	After studying the module learners will be able to: 1.To illustrate the factors in Interpersonal attraction 2. To construct a model of social support to combat stress and enhance well-being
Content Outline	4.1 Internal and External Determinants of Liking 4.2 Aspects of Interaction Determining Relationships 4.3 Impact of Social relationships of Personal Wellbeing 4.4 Social measures to decrease effects of Stress

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.

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

Semester-IV

4.2 Major-Core

Course Title	Introduction to Psychological Testing and Assessment
Course Credits	4 credit course
Course Outcomes	After going through the course, learners will be able to:
	1. Develop an understanding about basic concepts of psychological testing.
	2. Explain the ethical, cultural factors affecting testing situation
	3. Describe the characteristics of a psychological test
	4. Categorize specific assessment tools and their uses

MODULE 1: INTRODUCTION OF PSYCHOLOGICAL TESTS

Learning Outcomes	**After learning the module, learners will be able to:**
	1. Explain concepts of psychological testing and assessment
	2. Discuss the various factors affecting psychological testing
Content Outline	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

Module 2: Principles of Psychological Testing	
Learning Outcomes	**After learning the module, learners will be able to:**
	1. Familiarise with the steps in test construction
	2. Explain the psychometric properties like reliability, validity and norms
Content Outline	2.1 Test development & Item Analysis 2.2 Reliability: Concept & Types 2.3 Validity: Concept & Types 2.4 Norms: Concept & Types.

Module 3: Testing of Intelligence & Aptitude	
Learning Outcomes	**After learning the module, learners will be able to:**
	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
Content Outline	3.1 Intelligence: Introduction, Stanford Binet Scales (5 th ed), Wechsler Scales- WAIS IV & WISC IV, Raven's Progressive Matrices. 3.2 Aptitude: Nature, Differential Aptitude Test ,General Aptitude test battery 3.3 Psychoeducational test batteries - The Kaufman's Assessment battery for Children 3.4 Interest Inventory – Nature, Strong's Interest Inventory

Module 4 : Personality & Neuropsychological Assessment	
Learning Outcome	1. Describe the nature of Personality and neuropsychological assessment
	2. Explain the uses of specific tools of Personality and neuropsychological assessment
Content Outline	4.1 Introduction to Personality Assessment Objective Personality Tests (MMPI, 16PF, NEO-PI),
	4.2 Projective Techniques (Rorschach Inkblot, TAT, Sentence Completion)
	4.3 Behavioural Assessment : Nature, Rating Scale, Situational, Self-Monitoring, Role Play, Observation & Psycho physiological method
	4.4 Neuropsychological Assessment: Nature, Luria-Nebraska, Bender Visual-Motor, Haistead-Reitan Battery

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

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

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

SEMESTER -IV

4.3 Major (CORE)

Course Title	Disability, Addiction and Rehabilitation Psychology
Course Credits	4 credits Course
Course Outcomes	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.
MODULE 1: Understanding Disability	
Learning Outcomes	**After learning the module, learners will be able to:** 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.
Content Outline	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
Module 2: Disability and Rehabilitation	
Learning Outcomes	**After learning the module, learners will be able to:** 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.
Content Outline	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,

MODULE 3: Understanding Addiction

Learning Outcomes	**After learning the module, learners will be able to:**
	1.Define and understand types of addiction
	2.Illustrate models of addiction
Content Outline	3.1Definitions and classifications of addiction 3.2Neurobiology of Addiction 3.3Theories and Models of Addiction 3.4 Behavioral Addictions (Gambling, gaming, and internet addiction, Food, shopping, and exercise addiction

MODULE 4: Rehabilitation and Interventions in Addiction

Learning Outcomes	**After learning the module, learners will be able to:**
	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.
Content Outline	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.

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SEMESTER IV

4.4 Vertical Name - OEC

Course Title	Media Psychology
Course Credits	2 Credits
Course Outcomes	After completing this course learners will be able to: 1. Explain psychological theories related to media effects and consumption. 2. Analyze the cognitive, emotional, and behavioral impacts of media.
Module 1 (Credit 1) Title :- Introduction to Media Psychology	
Learning Outcomes	After studying the module learners will be able to: 1. Define media psychology and understand its scope. 2. Explain Theories of Media
Content Outline	1.1 Definition, Scope and History of Media Psychology 1.2 Media and Human Perception 1.3 Theories of Media Effects 1.4 The role of media in everyday life
Module 2 (Credit 1) Title :- Cognitive and Emotional Effects of Media	
Learning Outcomes	After studying the module learners will be able to: 1. Explain Cognitive and Emotional Effects of Media and the impact of entertainment media on behavior. 2. Evaluate ethical concerns about psychological effects and explore the future implications of AI, VR, and the Metaverse in media psychology.
Content Outline	2. 1 Cognitive and Emotional Effects of Media 2.2 The influence of entertainment media on behavior and attitudes 2.3 Ethical considerations in media production and consumption 2.4 The future of media psychology: AI, VR, and the Metaverse

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.

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

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SEM-IV

4.5. SEC

Course Title	Conflict Management
Course Credits	2
Course Outcomes	After completing this course learners will be able to: 1. Understand the nature of conflict and dynamics of the conflict process. 2. Promote constructive conflict in professional environments 3.Analyze essential conflict resolution strategies. 4. Develop conflict management skills for handling conflicts in various settings, both personal and professional life.
Module 1 (Credit 1) Introduction To Conflict	
Learning Outcomes	After studying the module learners will be able to: 1.Understand the levels, types and sources of conflict at workplace. 2. Develop skills to handle conflicts effectively and leverage their benefits.
Content Outline	1.1 Definition of Conflict 1.2 Levels and types of Conflict 1.3 Common Sources and Response to Conflict at Workplace 1.4 Benefits and Challenges of Conflicts
Module 2 (Credit 1) Conflict Resolution And Management	
Learning Outcomes	After studying the module learners will be able to: 1.Understand the conflict process, different approaches, and resolution strategies. 2.Apply conflict management strategies in daily life situations.

Content Outline	2.1 The Conflict Process
	2.2 Approaches To Conflict
	2.3 Conflict Resolution Strategies
	2.4 Application of Conflict Management in Daily Life

Assignments:

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.

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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.

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

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4.7 Community Engagement (CE)

Course Title	Community Engagement
Course Credits	2 Credits
Course Outcomes	After completing this course learners will be able to: 1. Process the principles and ethics of community engagement. 2. Develop skills to collaborate with communities in meaningful and sustainable ways.
Module 1 (Credit 1) Foundations of Community Engagement	
Learning Outcomes	After studying the module learners will be able to: 1. Define key concepts related to community engagement, including service, participation, empowerment, and sustainability. 2. Identify ethical considerations and cultural sensitivities in working with diverse communities.
Content Outline	This module introduces students to the theory and ethics of community engagement through: • Case studies of local and global engagement initiatives • Discussions on equity, privilege, and participatory approaches • Guest lectures from community leaders or social workers • Field visits to NGOs, community centres, or grassroots organizations
Module 2 (Credit 1) Practicing Community Engagement	
Learning Outcomes	After studying the module learners will be able to: 1. Document the process and impact of their engagement initiative. 2.Evaluate their role, contribution, and learning through the experience.

Content Outline	Students will initiate or participate in a community-based project in collaboration with an organization or local community group. This will involve: • Identifying a specific need or area for support • Designing and implementing a small engagement project (e.g., awareness campaigns, art-based interventions, skill-building workshops) • Maintaining a weekly log or diary of involvement (minimum 60 hours) • Conducting a feedback session with the community or organization • Submitting a project report with objectives, process documentation, community feedback, and personal reflection

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.**