

# **CURRICULUM & SYLLABUS**



**CHOICE BASED CREDIT SYSTEM (CBCS)  
FOR**

**BACHLER OF PSYCHOLOGY (B.A.)**

**Four Year Undergraduate Degree Programme**

**IN**

**PSYCHOLOGY**

**(In Alignment with National Education Policy-2020**

**[w.e.f. Academic Year 2023-24]**

**Department of Psychology  
Faculty of Science & Humanities**

**39, Rajiv Gandhi Education City, Sonapat,Haryana-131029**

# **SRM UNIVERSITY DELHI-NCR, SONEPAT (HARYANA)**

## **VISION**

SRM University Delhi-NCR, Sonapat, Haryana aims to emerge as a leading world-class university that creates and disseminates knowledge upholding the highest standards of instruction in Medicine & Health Sciences, Engineering & Technology, Management, Law, Science, and Humanities. Along with academic excellence and skills, our curriculum imparts integrity and social sensitivity to mold our graduates who are suitable to serve the nation and the world.

## **MISSION**

- To create a diverse community campus that inspires freedom and innovation.
- Promote excellence in educational & skill development processes.
- Continue to build productive international alliances.
  
- Explore optimal development opportunities available to students and faculty.
- Cultivate an exciting and rigorous research environment

## **BA PSYCHOLOGY EMPLOYABILITY ATTRIBUTES:**

Successful completion of an undergraduate programme in Psychology (Hons.) will endow the learners/aspirants with the following attributes:

1. Sound knowledge and understanding of the domain
2. Critical thinking, analytical mind and decision-making mindset
3. Originality and creativity in formulating, evaluating and applying evidence-based arguments
4. Ability to identify and draw synergy between/among events and/or aspects/theories to provide a wider, deeper and critical understanding and solution to problems
5. Advanced communication skills – Reading, Writing, Speech & thoughts
6. Thorough understanding of socio-political and historical context of significant events, theories and movements

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

1. The undergraduate psychology program has the following objectives:
2. To impart knowledge of basic psychological concepts and methods, and develop the ability to appreciate the challenges in field settings.
3. To help students in shaping cognitive, affective and behavioral abilities, including reflectivity and analytical thinking for building responsible psychology professionals and researchers.
4. To promote self-understanding, reflexivity and personal growth as well as developing respect for social diversity and increasing relevance of social perspectives in learning.
5. To facilitate acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counseling, developing psychological tools, behaviour modification, report writing).
6. To create future psychologists who can question the taboos related to mental health issues.

## PROGRAMME LEARNING OUTCOME (PLOs)

The learners who complete three years of full time undergraduate honors degree program in psychology would be able to demonstrate the following:

1. Basic professional skills pertaining to psychological testing, assessment and counseling as well as methods including data analysis and computer knowledge related to their area of specialization (e.g. industrial-organizational, clinical, etc.).
2. Developing positive attributes such as empathy, compassion, positive regards, social participation, and accountability as well as conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.
3. Curiosity and ability to relate, formulate and connect psychology related problems with personal experiences and using critical thinking and appropriate methods to solve them.
4. Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline based on social and cultural grounds.
5. Ability to work both independently and in group and dealing effectively with clients and stakeholders to analyze social problem and understand social dynamics.
6. Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

## MAPPING MATRIX OF PEOs AND PLOs

		Programme Learning Outcomes (PLOs)					
Programme Educational Objectives (PEOs)		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
	PEO 1						
	PEO 2						
	PEO 3						
	PEO 4						
	PEO 5						

## **PROGRAM REQUIREMENT**

General Education Requirements: Humanities

Basic Science and Engineering Requirements: Nil

Disciplinary Requirements comprising of:

<i>Psychology Department</i>	Core courses (through regular/online mode)
<i>Psychology Department</i>	Electives (through regular/online mode)
<i>Psychology Department</i>	Open Electives (through regular/online mode)

Practical and Research component:

1. Regular Practical and Research
2. Live Projects
3. Dissertation
4. Internship, Summer-Internship/Fieldwork

### **Admission Pathways for Undergraduate Programme**

Students who have successfully completed Grade 12 School Leaving Certificate shall be eligible for admission to a first-degree programme.

**Entry 1:** The entry requirement for 1st Year UG Programme is Secondary School Leaving Certificate obtained after the successful completion of Grade 12. A programme of study leading to entry into the first year of the Bachelor's degree is open to those who have met the entrance requirements, including specified levels of attainment at the secondary level of education specified in the programme admission regulations. Admission to the Bachelor degree programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme

**Exit 1.** A certificate will be awarded when a student exits at the end of year 1. The first year of the undergraduate programme builds on the secondary education and requires 46 credits during the first year of the undergraduate programme for qualifying for an undergraduate certificate. (Level-5)

**Entry 2.** The entry requirement for a certificate obtained after completing the first year (two semesters) of the undergraduate programme. A programme of study leading to the second year of the Bachelor's degree is open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Admission to a programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme.

**Exit 2.** At the end of the 2nd year, if a student exits, a Diploma shall be awarded (Level 6). A diploma requires 95 credits with 49 credits in 2nd Year (3rd & 4th Semesters) (Level-6)

**Entry 3.** The entry requirement for is a diploma obtained after completing two years (four semesters) of the undergraduate programme. A programme of study leading to the Bachelor's degree is open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Admission to a programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme.

**Exit 3.** On successful completion of three years, the relevant degree shall be awarded Bachelor Degree in the discipline. A Bachelor's degree requires 145 credits till 3rd Year, with 46 credits in 1st Year and, 49 credits in 2nd Year, and 50 credits in 3rd Year. (Level-7)

**Entry 4.** An individual seeking admission to a Bachelor's degree (Honours/Research) in a specified field of learning would normally have completed all requirements of the relevant three-year bachelor degree (3rd Year). After completing the requirements of a three year Bachelor's degree, candidates who meet a minimum CGPA of 7.5 shall be allowed to continue studies in the fourth year of the undergraduate programme to pursue and complete the Bachelor's degree with Research.

**Exit 4:** On the successful completion of the fourth year, a student shall be awarded a degree (Honours/Research). A Bachelor's degree (Honours/Research) requires a total of 181 credits in the 4th Year, with 46 credits in 1st Year, 49 credits in 2nd Year, and 50 credits in 3rd Year, and 36 credits in 4th Year. (Level-8)

**Four Year Under Graduate Programme Credit Structure Semester wise in alignment with NEP-2020 in SRMUH w.e.f. Academic Year 2023-24**

**Faculty of Science & Humanities**

Semester	Broad Category of Courses								Total Credits	Remarks
	Major	Minor	Multidisciplinary	AEC	SEC	VAC	RP/Dissertation	Live Projects/Vocational Courses/Internship/Field work		
I	8	4	3	2	2	2	*		21	Certificate: 46 Credits
II	8	4	3	2	2	2	*	4	25	
III	12	4	3	2	2	*	*		23	Diploma: 95 Credits
IV	12	4	*	2	2	2	*	4	26	
V	16	4	*	*	2	*	*		26	Degree : 145 Credits
VI	16	8	*	*	*	*	*	4	24	
VII	12	8*	*	*	*	*	6		20/18*	Honours / Honours with Research : 181 Credits
VIII	12	4*	*	*	*	*	6		16/18*	

3 Years	72	28	9	8	10	6	0	12	145
%	49.66	19.31	6.21	5.52	6.90	4.14	0.00	8.28	100.00
4 Years	96	28	9	8	10	6	12	12	181
%	53.04	15.47	4.97	4.42	5.52	3.31	6.63	6.63	100.00

\*Students pursuing Honours will do 3 courses for 12 Credit in lieu of a Research Project/Dissertation. (2 Courses of 8 Credit in 7th Sem and 1 Course of 4 Credit in 8thSem.)

\*\*Students pursuing Honours with Research would complete 12 Credits of Research/Dissertation ( 2

Credit RM & 4 Credit Minor Project in 7th Sem. and 6 Credit Major Project in 8thSem.)

**4 Year UG Courses Programme Credit Structure in alignment with NEP-2020 in SRMUH w.e.f. Academic Year 2023-24**

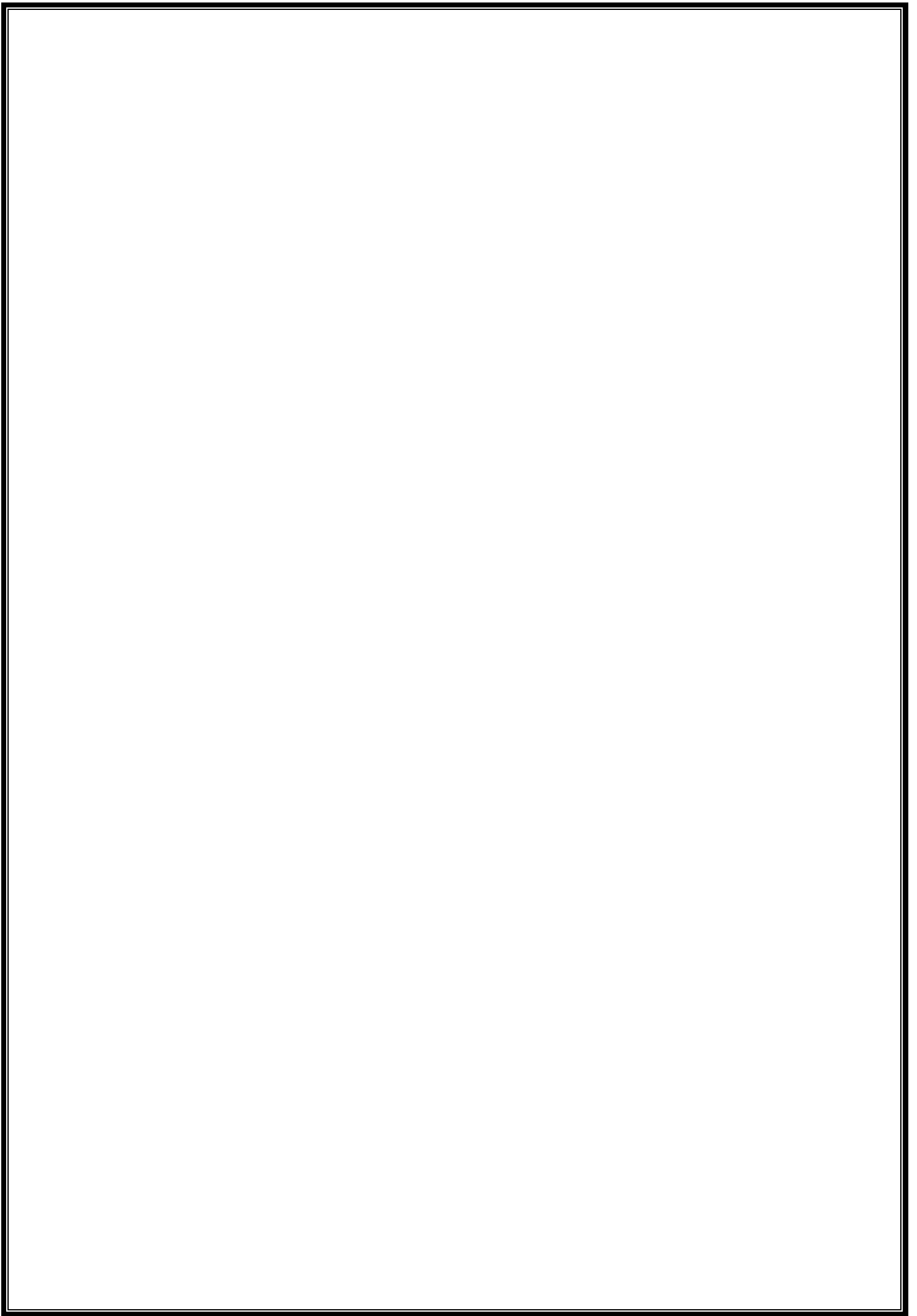
**Faculty of Science & Humanities**

Sl.No.	Course Category	Abbreviation	Credit Requirement in SRMUH	
			3 Year UG	4 Year UG
1	Major Courses	DSC/Interdisciplinary Courses (IDC)	72	96
2	Minor Stream Courses	Interdisciplinary Courses (IDC)/DSE	28	28+12*
3	Multidisciplinary Courses	MDC	9	9
4	Ability Enhancement Courses	AEC	8	8
5	Skill Enhancement Courses	SEC	10	10
6	Value Added Courses	VAC	6	6
7	Live Projects/Vocational Courses/ Internship/Field work	LP/VC/SIP*	12	12
8	Research Project/Dissertation	RP/Dissertation**	0	12**
	TOTAL		145	181

\*Students pursuing Honours will do 3 courses for 12 Credit in lieu of a Research Project/Dissertation.

\*\*Students pursuing Honours with Research would complete 12 Credits of Research/Dissertation.





**Four Year Under Graduate Programme Credit Structure Semester wise in alignment with NEP-2020 w.e.f. Academic Year 2023-24**

**Faculty of Science & Humanities**

**Department of Psychology**

**First Year First Semester**

S l · N o ·	Course Code	Course Title	L	T	P	Cre dits	Course Category	Remarks
1	23PYBA101	Introduction to Psychology	3	0	0	3	Major Course	
2	23PYBA151	Practicum-1	0	0	2	1	Major Course Lab	
3	23PYBA102	Statistical Methods for Psychological Research-I	4	0	0	4	Major Course	
4	23GEPY 101	General Psychology	3	1	0	4	Minor Course	
5	23MDC 303	MDC-1 (Psychology and Emotional Intelligence)	3	0	0	3	Multidiscipline Course	
6		Functional English-I	2	0	0	2	Ability Enhancement Course	
7	23SS151	Effective Communication Skills	0	0	2	1	Skill Enhancement Course (Soft)	
8		Digital Literacy & IT Skills	0	0	2	1	Skill Enhancement Course (Tech)	
9	23VAC102	Indian Constitution & Polity	2	0	0	2	Value Added Course	

<b>TOTAL</b>	21		
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# Multidisciplinary Course List is attached separately, and a course shall be offered only when there is sufficient number of students opt for it

**First Year Second Semester**

S. No	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	23PYBA201	Biopsychology	4	0	0	4	Major Course	
2	23PYBA202	Psychological Research	3	0	0	3	Major Course	
3	23PYBA251	Practicum –II	0	0	2	1	Major Course Lab	
4	23GEPY201	Psychology for Health and Well-Being	3	1	0	4	Minor course	
5	23MDC	MDC-2	3	0	0	3	Multidisciplinary Course	
6		Functional English – II	2	0	0	2	Ability Enhancement Course	
7	23SS252	Teamwork & Interpersonal Skills	0	0	2	1	Skill Enhancement Course (Soft)	
8		Advanced Excel Skills	0	0	2	1	Skill Enhancement Course (Tech)	
9	23VAC101	Environment Protection & Sustainable Development	2	0	0	2	Value Added Course	
10	23PYBA271	Live Projects/Vocational Courses/Internship/Field-work				4	Live Projects/Vacational Courses/Summer Internship	

<b>TOTAL</b>	<b>25</b>		
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On Exit, the students on completion of requisite requirement (of 46 credits) on completion of II-Semester, shall be awarded UG Certificate (Psychology).

# Faculty of Science & Humanities

## Second Year Third Semester

Sl. No.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	23PYBA 301	Introduction to Indian Psychological Thought	4	0	0	4	Major Course	
2	23PYBA 302	Cognitive Psychology	3	0	0	3	Major Course	
3	23PYBA 351	Practicum-III	0	0	2	1	Major Course Lab	
4	23PYBA 303	Developmental Psychology	4	0	0	4	Major Course	
5	23GEPY 301	Sports Psychology	3	1	0	4	Minor Stream Course	
6	23MDC	MDC-3	3	0	0	3	Multidisciplinary Course	
7	23HIN10 1 I	Hindi-I/German-I/French-I	2	0	0	2	Ability Enhancement Course	
8	23SS353	Presentation Skills	0	0	2	1	Skill Enhancement Course (Soft)	
9		Statistical Analysis with SPSS	0	0	2	1	Skill Enhancement Course (Tech)	

TOTAL

23

# Multidisciplinary Course List is attached separately, and a course shall be offered only when there is sufficient number of students opt for it

## Second Year Fourth Semester

Sl.	Course	Course Title	L	T	P	Credits	Course Category	Remark
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No.	Code							s
1	23PYBA 401	Understanding Psychological Disorders	4	0	0	4	Major Course	
2	23PYBA 402	Social Psychology	3	0	0	3	Major Course	
3	23PYBA 451	Practicum-IV	0	0	2	1	Major Course Lab	
4	23PYBA 403	Statistical Methods for Psychological Research-II	4	0	0	4	Major Course	
5	23GEPY 401	Youth, Gender and Identity	3	1	0	4	Minor Stream Course	
6	23SS454	Professional Skills	0	0	2	1	Skill Enhancement Course (Soft)	
		Video Recording and editing	0	0	2	1	Skill Enhancement Course (Tech)	
7	23VAC1 03	Sports, Yoga & Fitness	1	0	2	2	Value added course	
	23HIN10 1	Hindi- II/German- II/French-II	2	0	0	2	Ability Enhancement Course	
8	23PYBA 471	Live Projects/Vocat ional Courses/ Internship/Fiel d-work				4	Live Projects/Vocational Courses/Internship/Fi eld-work	
<b>TOTAL</b>						<b>26</b>		

\* Students would do Live Project/Vocational Course/internship

On Exit, the students on completion of requisite requirement (of 95 credits) on completion of IV-Semester , shall be awarded UG Diploma (Psychology).

**Faculty of Science & Humanities****Third Year Fifth Semester**

Sl. No.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	23PYBA 501	Dealing with Psychological Disorders	3	0	0	3	Major Course	
2	23PYBA 551	Dealing with Psychological Disorders- Practicum	0	0	2	1	Major Course Lab	
3	23PYBA 502	Positive Psychology	3	0	0	3	Major Course	
4	23PYBA 552	Positive Psychology- Practicum	0	0	2	1	Major Course Lab	
	23PYBA 503	Community Psychology	3	0	0	3	Major Course	
5	23PYBA 553	Community Psychology- Practicum	0	0	2	1	Major Course	
6	23PYBA 504	Human Resource Management	3	0	0	3	Major Course	
7	23 PYBA 554	Human Resource Management- Practicum	0	0	2	1	Major Course Lab	
8	23GEPY 501	Psychological Skills in organization	3	1	0	4	Minor Stream Course	
9	23 MINOR 502	Educational Psychology	4	0	0	4	Minor Stream Course	

10	23AR555	Aptitude & Reasoning	0	0	2	1	Skill Enhancement Course (Soft)	
11		Latex Scientific Type Setting	0	0	2	1	Skill Enhancement Course (Tech)	
TOTAL							26	
Third Year Sixth Semester								
Sl. No.	Course Code	Course Title		L	P	Credits	Course Category	Remarks
1	23PYBA 601	Counselling Psychology	3	0	0	3	Major Course	
2	23PYBA 661	Counselling Psychology- Practicum	0	0	2	1	Major Course Lab	
3	23PYBA 602	Health Psychology	3	0	0	3	Major Course	
4	23PYBA 662	Health Psychology- Practicum	0	0	2	1	Major Course Lab	
5	23PYBA 603	Organizational Behaviour	3	0	0	3	Major Course	
6	23PYBA 663	Organizational Behaviour- Practicum	0	0	2	1	Major Course Lab	
7	23PYBA 604	Community Mental Health & Interventions	4	0	0	4	Major Course	
9	23GEPY 601	Stress Management	3	1	0	4	Minor Stream Course	
10	23PYBA 671	Live Projects/Vocational	0	0	0	4	Live Projects/Vocational	

	Courses/ Internship/Field work				Courses/ Internship/Field work	
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TOTAL	24		
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On Exit, students shall be awarded UG Degree (BA Psychology ) on securing the requisite 145 Credits on completion of VI-Semester.
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## Faculty of Science &amp; Humanities

**Fourth Year Seventh Semester**

Sl. No.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	23PYBA 701	School Counselling	4	0	0	4	Major Course	
2	23PYBA 702	Qualitative Research Methods	4	0	0	4	Major Course	
3	23PYBA 703	Fundamentals of Forensic Psychology	3	1	0	4	Minor stream Course	Students perusing Honours
4	23PYBA 704	Psychology of Marketing	4	0	0	4	Major /Minor course*	Students perusing Honours
6	23	Research Methodology **	2	0	0	2	Minor/Major Course**	Students perusing PR
7	23PYBA -DSE 706	Research Project/Dissertation				4	Research Project/Dissertation**	Students perusing PR

TOTAL	20*/18**	
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\* Students pursuing Honours will do 2 Courses of 8 Credits(2\*4) in lieu of Research Project in 7th Semester

**\*\*Students pursuing Honours with Research will do Research Methodology of 2 Credit & Minor Research Project of 4 Credits in the 7th Semester.**



**Fourth Year Eighth Semester**

P	Course Code	Course Title	L	T		Credits	Course Category	Remarks
1	23PYBA 801	Spiritual Interventions at Workplace	4	0	0	4	Major Course	
2	23PYAB A802	Neuropsychology	4	0	0	4	Major Course	
3	23PYBA 803	Indian & Western Perspectives of Personality	4	0	0	4	Major Course	
4	23PYBA 804	Psychology Of Children With Special Needs	4	0	0	4	Major/Minor Course	Students pursuing Honours
5	23PYBA -DSE 805	Research Project/Dissertation				6	Research Project/Dissertation**	Students persuing PR
TOTAL						16*/ 18**		

# Students pursuing Honours with Research would complete 6 Credits of Research Project/Dissertation

\*Students pursuing Honours will do 1 Course of 4 Credits in lieu of Research Project in 8th Semester

On Exit, students shall be awarded Bachelor Degree(BA PSYCHOLOGY ) (Honours with Research) or (Honours) after securing the requisite 181 Credits on completion of VIII-Semester.

**EVALUATION SCHEME:** The bifurcation of Continuous Evaluation (Internal) and End Semester Evaluation marks are as under:

Examination, Assessment & Evaluation System, NEP-2020			
Course Type	Examination	Evaluation Details	
		Continuous	End Semester
Major Courses	Theory	40	60
	Practical	60	40
Minor Courses	Theory	40	60
	Practical	60	40
Multidiscipline Courses	Theory	40	60
	Practical	60	40
Ability Enhancement Course	Theory	40	60
SEC	Practical	70	30
VAC	Practical	70	30
	Sports, Yoga & Fitness	80	20
Live Projects/Vocational Courses / Internship/Fieldwork	Practical	60	40
Research Project/Dissertation	Practical	70	30

## CORE COURSES

### SEMESTER I

Introduction to Psychology		
Course Code: 23PYBA101	Continuous Evaluation	40
Credits: 3	End Semester Examination	60
L T P : 3 0 0		
Prerequisite: NIL		

### COURSE OBJECTIVES (COs)

To describe to the basic concepts of the field of psychology

To explain the concept of intelligence, personality, emotions and motivation to the students

To demonstrate various methods for testing human attributes

To classify various fields of psychology including industrial-organizational, clinical, counselling, educational, etc.

To use the theories of psychology for building applications in various fields of psychology.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Develop an understanding of the basic principles in the field of psychology

Identify the characteristics of various theories in psychology and differentiate between them.

Execute their understanding in developing research methods for testing human attributes

Compare and contrast different fields of psychology as well as explain their importance

Demonstrate the understanding of psychological theories in real life settings

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					

CO3					
CO4					
CO5					

## COURSE CONTENTS

### Unit-I: Introduction

Nature of psychology, Goals of Psychology, History of Psychology, Perspectives on behaviour; Methods of research in psychology; Subfields of psychology; Psychology in modern India: History and current status.

### Unit-II: Sensation, Attention and Perception

Sensation: Definition, Sensory channels, Sensory Processes: Vision, Hearing, Smell, Taste and Skin Senses, Sensory Threshold, Sensory adaptation-advantages and disadvantages, Integration of senses.

Attention: Attentional Processes, Types of Attention, factors affecting attention, Inattentional Blindness, Theories of selective attention

Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.

### Unit-II: Learning

Definition of Learning, Principles and applications of-Classical conditioning, Operant conditioning and Observational learning; Cognitive influences on learning; Adaptive Brain; Behavior Modification

### Unit-III: Memory and Thinking

Memory and its process-Encoding, Storage and Retrieval, Models of memory: Information

processing, Working Memory, Levels of processing, Parallel distributed processing; Reconstructive nature of memory; Types of Memory, Flashbulb Memory, Eyewitness Testimony, Forgetting; Improving memory.

Thinking definition, Thinking Process and Language, Problem Solving and Decision Making, Creative Thinking

#### TEXT BOOKS

Passer, M.W. & Smith, R.E. (2017). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

#### REFERENCE BOOKS AND WEBLINKS

Baron, R. & Misra. G. (2016). *Psychology*. New Delhi: Pearson.

Mishra, G. (Edited) (2019). Personality in Indigenous Tradition. In ICSSR Research Surveys & exploration Psychology (Vol.2): Individual and the Social Processes and Issues. Oxford University Press.

Reeve, J. (2017). *Understanding Motivation and Emotion*. (7th edition). USA: Wiley

Ashton, M.C. (2017). *Individual Differences and Personality* (3rd Edition). Academic.

<https://www.apa.org/>

<https://www.egyankosh.ac.in/>

Statistical Methods for Psychological Research-I		
Course Code: 23PYBA102	Continuous Evaluation	40
Credits: 4	End Semester Examination	60
L T P : 4 0 0		
Prerequisite: NIL		

### COURSE OBJECTIVES (COs)

To acquaint students with nature and relevance of statistics in psychological research

To define the techniques of descriptive statistics for quantitative and qualitative research.

To develop an understanding about the differences in measures of central tendency and variability and their appropriate uses.

To enhance students' skills in statistics using appropriate statistical software

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Classify the nature of measurement and its various levels.

Develop statistical methods in psychological research

Cultivate skills to use quantitative techniques such as measure of central tendency, variability and correlation.

Make use of the techniques of the normal probability curve as a model in scientific theory

Grasp concepts related to hypothesis testing and develop related computational skill

Become familiar with Ms Excel and SPSS as a statistical software

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)					
	CLO 1	CLO2	CLO3	CLO4	CLO5	CLO6
CO1						
CO2						
CO3						

CO4						
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## COURSE CONTENTS

Unit I: Nature and Relevance of Statistics in Psychological Research, Importance and Limitations of Statistics in Psychology Population and Sample: Types of Sampling

Unit II: Frequency Distribution, Primary and Secondary Data Classification and Tabulation of Data; Graphical presentation of Data: Histograms, Frequency polygon, Frequency Curve, Cumulative Frequency Curve (Ogive), Cumulative Percentage Curve

Unit III: Normal Distribution and Standard Scores :Normal Probability Distribution: Nature and properties

Unit IV: Measures of Central Tendency and Variability Measures of Central Tendency: Meaning, Application and Computation of Mean, Median and Mode Module Measures of Variability: Range and Variation; Average deviation, Quartile deviation an Course, ; Standard Deviation

## TEXT BOOKS

Howell, J.C. (2017). *Fundamental Statistics for the Behavioral Sciences* (9<sup>th</sup> Ed.). USA: Cengage Learning.

King, B.M. &Minium, E.W, (2011).*Statistical Reasoning in the Behavioral Sciences* (5<sup>th</sup> Ed.). USA: John Wiley & Sons

Dancey, C. P., & Reidy, J. (2007). *Statistics without maths for psychology*. Harlow, England: Pearson/Prentice Hall.

## REFERENCE BOOKS

Gregory, R. J. (2017). *Psychological Testing* (7<sup>th</sup> Ed.). Pearson Education.

Kerlinger, F. N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet.

Mangal, S. K. (2012). *Statistics in Psychology and Education* (2<sup>nd</sup> Ed.). New Delhi: PHI learning Pvt. Ltd.

Gravetter, F. J. & Wallnau, L. B. (2013). *Statistics for the Behavioral Sciences* (9<sup>th</sup> Ed.). USA: Cengage Learning.



Practicum – 1		
Course Code: 23PYBA151	Continuous Evaluation	60
Credits: 1	End Semester Examination	40
L T P : 0 0 2		
Prerequisite: NIL		

### COURSE OBJECTIVES (COs)

To discuss various types of psychological tests used for different purposes.

To demonstrate the steps in test construction using Google forms

To help the students develop an understanding of the basic principles of psychological assessment and its various phases.

To explain the ethical and legal issues involved in the assessment process

To understand the quality of psychological tests as well as their strengths and weaknesses.

To explain the applications of psychological tests in a variety of settings.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would:

State the various types of psychological tests used for different purposes

Construct and design psychological tests in an online mode using google forms and other similar platforms

Develop an understanding of basic principles of psychological assessment and its various phases.

Examine the ethical and legal processes to be followed while conducting a psychological testing like informed consent, confidentiality, etc.

Distinguish between various types of tests and select the best test to be used based on its strengths and weaknesses.

Apply the use of psychological tests in variety of daily life settings.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)					
	CLO 1	CLO2	CLO3	CLO4	CLO5	CLO6
CO1						
CO2						
CO3						

CO4						
CO5						

#### LIST OF PRACTICALS

Report writing in APA style for the practical conducted.

Any four of the below stated practical will be conducted:

Eysenck Personality Questionnaire (EPQ)

Raven's Standard Progressive Matrices (RSPM)

Bhatia Battery Test of Intelligence

Emotional Intelligence Scale for adults

Muller Lyer illusion

#### PSYCHOLOGICAL TESTS AND WEBLINKS

Eysenck, H. J., & Eysenck, S. B. G. (1984). Eysenck personality questionnaire-revised.

Raven, J. (2003). Raven progressive matrices. In *Handbook of nonverbal assessment* (pp. 223-237).

Springer, Boston, MA.

Bhatia, C. M. (1955). Performance tests of intelligence under Indian conditions.

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style](https://owl.purdue.edu/owl/research_and_citation/apa_style)

<https://www.psytoolkit.org/>

[www.google.com/forms](https://www.google.com/forms)

## SEMESTER II

Biopsychology		
Course Code: 23PYBA201	Continuous Evaluation	40
Credits: 4	End Semester Examination	60
L T P : 4 0 0		
Prerequisite: NIL		

### COURSE OBJECTIVES (COs)

To explain the biological basis human behavior and to develop knowledge about biological aspects of human sensation.

To develop an understanding of scientific techniques and methods to study brain's structure and function

To gain knowledge about the structures of human brain, their functions and impact on human behavior

To identify the role of neurons and related neurotransmitter in different functioning of human brain and body

To describe the complex interplay of biological factors with social, psychological and cultural factors.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Understand the biological basis of human behavior including neural, biochemical, evolutionary and genetic mechanism

Explain the influence of behavior, cognitions and environment on bodily system

Develop critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issue accompanying them

Have a basic knowledge about the structures of human brain, their functions and impact on human behavior.

Develop an appreciation of the neurobiological basis of psychological function and dysfunction

supported by famous case studies

Identify the role of biological, socio-cultural and psychological factor in human behavior and their interplay.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)					
	CLO 1	CLO2	CLO3	CLO4	CLO5	CLO6
CO1						
CO2						
CO3						
CO4						
CO5						

#### COURSE CONTENTS

##### Unit-I: Introduction to Biopsychology

Nature, scope and History of Biopsychology; Sensation: Sensory channels, Sensory Processes: Vision, Hearing, Smell, Taste and Skin Senses, Sensory Threshold, Sensory adaptation. History of biopsychology, Methods and ethics, Research methods- Lesion Production, Histological Methods, Brain Stimulation and EEG, Transcranial Magnetic Stimulation, Single Cell Recording Method, Study of living brains- MRI, fMRI, CT Scans and PET Scan.

##### Unit-II: The Human Brain

Brain Areas- Forebrain, Mid Brain and Hindbrain- Structure, Functions; Neural Network; Peripheral Nervous System

##### Unit-III: Neurons and Neurotransmitters

Structure and functions of neurons; Neural conduction: Action and Resting Potential, synaptic transmission ; Neurotransmitters and their types, Functional abnormalities: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization).

##### Unit-IV: Neuro-endocrine system

Endocrine and exocrine glands, Hormones and their functions, methods of studying hormones,

Structure, functions and abnormalities of major glands: Pituitary, Pineal, Thyroid, Thymus, Adrenal, Pancreas and Gonads

#### TEXT BOOKS

Pinel, J.P.J. & Barnes, S. (2019). Biopsychology (10th edition). USA: Pearson.

Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.

#### REFERENCE BOOKS

Kalat, J.W. (2018). Biological Psychology (13th edition). USA: Cengage Learning

Psychological Research	
Course Code: 23PYBA202	Continuous Evaluation : 40
Credits: 3	End Semester Examination :60
L T P : 3 0 0	
Prerequisite: NIL	

#### COURSE OBJECTIVES (COs)

To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

To develop the knowledge about sense of quantitative research.

To develop the knowledge of analysis qualitative research.

To inculcate the ethical skills of analyzing testing practices in students.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Students will be able to Explain the processes and methods of qualitative and qualitative

psychological research traditions.

They will Know how to carry out qualitative research including data collection, qualitative data analysis and a basic knowledge of the various approaches to qualitative inquiry

Students will develop a basic knowledge of how to carry out quantitative research with an emphasis on survey research, correlational and experimental

They will be able to describe and practice different types of sampling methods appropriately where required

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

#### COURSE CONTENTS

##### Unit-I: Research and Research Traditions

Basics of Research in Psychology: Introduction, Nature and Goals; Purpose; Process; Paradigms of Research- positivist and non- positivist traditions; Principles of Good Research; Types of research- descriptive, experimental, correlational and theoretical; Ethics in Psychological Research; Research Traditions: Quantitative & Qualitative orientations & their steps; Formulating a problem & developing a testable research question / research hypothesis.

##### Unit-II: Sampling

Probability Sampling: Simple random, stratified and cluster; Non probability sampling methods- accidental, quota, purposive; Notion of sampling in qualitative research, Sampling size and Sampling error

##### Unit-III: Methods of Data Collection

Qualitative methods- Case study, Observation, Ethnography, Thematic Analysis, Interview & Focus

group discussion, Survey, Quantitative methods of data collection, Use of Secondary Data; Research report writing; Ethical and moral consideration during research, analysis and reporting.

#### Unit-IV: Psychological testing and Experiments

- a. Characteristics of a test – standardization, reliability, validity, norms, applications & issues;
- b. Psychological Experiments- Independent and Dependent Variables, Types of Experimental Designs.

#### TEXT BOOKS

Anastasi, A. & Urbina, S. (2004). *Psychological testing*. New Delhi: Pearson Education.

Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of behavioural research*. New York: Harcourt College Publishers

Dyer, C. (2012) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2<sup>nd</sup> Ed.)* Oxford: Blackwell Publishers

Hussain, A. (2014). *Experiments in psychology*. PHI Learning Pvt. Ltd.

Kothari C.R. (2016) *Research Methodology :Methods and Techniques 4<sup>th</sup> Edition*.

Rajiv S. Jhangiani, Carrie Cuttler (2019) *Research Methods in Psychology: 4th edition*

#### REFERENCE BOOKS

Bryman, A. (2004). *Quantity and Quality in Social Research*. Routledge.

Gregory, R. J. (2017). *Psychological Testing (7th Edition)*. USA: Pearson Education.

Murphy, K.R. & Davidshofer, C. O. (2005). *Psychological Testing: Principles & Applications (6<sup>th</sup> Ed.)* New Jersey: Prentice Hall.

Neuman, W.L. (2011). *Social Research Methods: Qualitative and Quantitative Approaches (7<sup>th</sup> Ed.)* Boston: Pearson Education.

Smith, Jonathan, A. (2015). *Qualitative psychology: A practical guide to research methods*. London: Sage Publications. (3<sup>rd</sup> Edition)

Practicum – 2		
Course Code: 23PYBA252	Continuous Evaluation	:60

Credits: 1	End Semester Examination :40
L T P : 0 0 2	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

To familiarize students with different types of psychological tests

To recognize individual differences with the help of psychological tests

To demonstrate the conduction of psychological test and the measures to be taken for the same.

To analyze and evaluate psychological tests using statistical methods

To develop students' understanding about the applications of psychological tests in various settings

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would:

Gain knowledge about various types of psychological tests used to evaluate individual differences

Get equipped with the techniques of conducting psychological tests

Get an understanding about the reliability, validity and norms related to psychological tests

Learn different psychological and statistical technique to analyze psychological tests and make reports out of it

Use psychological tests in various setting like research, workplace, education, clinical and counseling settings, etc.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					
CO5					

### LIST OF PRACTICALS

Any four of the below listed practicals:

Reviewing research papers for ethical and moral consideration during research.



Identifying and describing the research methodology of earlier published research and suggesting alternate methods and/or methods to add further or enhance the quality of the paper.

Practical based on Focused Group Discussion (FGD) or Survey method.

Practical based on Computer Experiment

Practical based on Case study

Practical based on observational method

Practical based on semi-structured psychometric technique.

## REFERENCE BOOKS

Gregory, R. J. (2017). *Psychological Testing* (7th Edition). USA: Pearson Education.

Murphy, K.R. & Davidshofer, C. O. (2005). *Psychological Testing: Principles & Applications* (6<sup>th</sup> Ed.) New Jersey: Prentice Hall.

Anastasi, A. & Urbina, S. (2004). *Psychological testing*. New Delhi: Pearson Education.

### SEMESTER- III

Introduction to Indian Psychological Thought	
Course Code: 23PYBA301	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P : 4 0 0	
Prerequisite: NIL	

#### COURSE OBJECTIVES (COs)

CO1:To provide a basic introduction to the development of the discipline both from the Indian as well as western perspective.

CO2:To review the development of psychological thought and introduce the issues and debates in contemporary psychology

CO3:To develop knowledge and ability to discriminate the various forms of learning techniques

CO4: To provide a space for critical analysis of different school of thoughts of psychology.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Explain the development of the discipline both from the Indian as well as western perspectives that have influenced the development of the discipline.

CLO2: Develop an appreciation of the need to have alternative perspectives in psychology and to

contextualize the relevance and potentials of psychological thought

CLO3: Understand the notion of knowledge and ability to discriminate the various forms of knowledge in the tradition of experiential learning

CLO4: Build critical perspective, issues and debates pertaining to different schools

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

#### COURSE CONTENTS

##### Unit 1: Understanding Psyche

Introduction to Consciousness Indian Perspective: Yoga and Vedanta. Western Concepts in Indian Context: Free Will and Determinism, Empiricism and Rationality, Mind-Body Relationship

##### Unit 2: Indigenous Indian Thought and Traditions

Vedic, post-vedic and non-vedic philosophies; Buddhist psychology- basic constructs, theory of unconscious mind, contemporary application in mindfulness based therapies; spiritual and transpersonal perspectives in psychology- Sri Aurobindo's Integral Yoga perspectives.

### Unit 3: Positivist Orientation and Analytic Debates

West School of Thoughts of Psychology: Behaviorism, Cognitive Psychology, Psychodynamic school of thought, Humanistic and Existential. Debates and critiques of Western vs. Indian School of Thoughts of Psychology.

### Unit 4: Applications of Indian Psychology

Counseling and therapy – vipassana and mindfulness; Hatha yoga-based therapies; The Gita as guide. Education – Gandhi's Nai Talim; Tagore's system of education; Sri Aurobindo's integral education. Organizational Behaviour & community work – Gita-based approaches to OB.

### TEXT BOOKS

Rao, K. R. & Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K. Printworld.

Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.

### REFERENCE BOOKS

Paranjpe, A. C. (2011). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.

Kakar, Sudhir. (2006). Culture and Psychoanalysis : A Personal Journey. *Social Analysis*, Volume 50, Number 2, Summer 2006, pp.25-44.

St. Clair, Michael. (2003). *Object Relations and Self-Psychology: An Introduction*. Wadsworth Publishing Company. (4<sup>th</sup> Edition)

Thomas, Teo. (2005). *The Critique of Psychology: From Kant to Post Colonial Theory*. Springer.

Hergenhahn B.R. (2019), *Introduction to the history of psychology* (8th edition), USA: Cengage.

Schultz, D.P. & Schultz, S.E. (2016). *A history of modern psychology*. (11th edition). Cengage Learning.

Cognitive Psychology	
Course Code: 23PYBA 302	Continuous Evaluation :40
Credits: 3	End Semester Examination:60
L T P : 3 0 0	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

To define the nature and history of cognitive psychology

To describe the concept of perception and attention, its types and applications

To explain various types of memory and their uses in daily life

To execute effective problem solving and decision making skills

To implement the theories of cognitive psychology for applications in various settings.

**COURSE LEARNING OUTCOMES** (The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Memorize the history and development of cognitive psychology.

Develop familiarity with basic concepts related to some foundational themes of study in psychology such as attention and perception

Describe the features of various cognitive processes involved in memory and it's applications in daily life.

Apply the knowledge of cognitive processes to one's own personal life as well as real life problem solving and decision making.

Foster an applied perspective by engaging students in a discussion about the applications of various theories of attention, perception, memory and thinking

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					

CO5					
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## COURSE CONTENTS

### Unit-I: Introduction to Cognitive Psychology

Nature, History and Methods of Cognitive Psychology; Approaches- Experimental Cognitive Psychology, Cognitive Neuroscience and Cognitive Neuropsychology; Researches in Cognitive Neuropsychology; Paradigms of Cognitive Psychology- Information-processing approach, connectionist approach, evolutionary approach and ecological approach.

### Unit-II: Perception and Attention

Visual Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception; Functional Specialization- Form processing, color processing and motion processing; Visual Illusions; Real object perception, time and motion perception;

Attention: Attentional Processes, Types of Attention, factors affecting attention, change and Inattentional Blindness, Theories of selective attention; Feature Integration Theory; Dual Path Model

### Unit-III: Memory

Memory and its process-Encoding, Storage and Retrieval, Models of memory: Information processing, Unitary Store Model; Working Memory, Levels of processing, Parallel distributed processing; Reconstructive nature of memory; Types of Memory- Declarative vs Procedural; Episodic vs Semantic, Flashbulb Memory, Eyewitness Testimony, Forgetting; Improving memory.

### Unit-IV: Thinking, Reasoning and Decision Making

Thinking definition, Thinking Process and Language, Thinking Reasoning and its types- inductive and deductive, Approaches to reasoning- componential, rules/ heuristics and mental models, Problem Solving and Decision Making, Heuristics and Biases in decision making, Creative Thinking

## TEXT BOOKS

Eysenck, M., & Keane, M. (2020). Long-term memory systems. *Cognitive Psychology: A Student's Handbook*, 296-343.

Goldstein, E. B. (2018). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (5th edition). USA: Cengage.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

#### REFERENCE BOOKS

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Groome, D. & Eysenck, M. (2016): An Introduction to Applied Cognitive Psychology 2nd Edition. UK: Psychology Press.

Hunt, R.R., & Ellis, H.C. (2004). *Fundamentals of Cognitive Psychology* (7<sup>th</sup> Ed.). New Delhi: Tata McGraw-Hill.

Developmental Psychology	
Course Code: 23PYBA303	Continuous Evaluation :40
Credits: 4	End Semester Examination:60
L T P : 4 0 0	
Prerequisite: NIL	

#### COURSE OBJECTIVES (COs)

To equip the learner with an understanding of the concept and process of human development across the life-span

To impart an understanding of the various domains of human development

To inculcate sensitivity to Socio-cultural context of human development.

To develop an understanding of developmental challenges faced by people.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Understand and distinguish major theoretical perspectives and methodological approaches in human development

Develop an ability to identify the milestones in diverse domains of human development across life stages.

Exhibit the contributions of socio-cultural context toward shaping human development.

Acquire an ability to decipher key developmental challenges and issues faced in the Indian societal context.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

#### COURSE CONTENTS

##### Unit-I: Introduction:

Concept of Human Development and its determinants: Concepts of growth and maturation.

Developmental stages, Theories.

##### Unit-II Stages of Life-Span Development:

Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood, Old age.

##### Unit-III: Domains of Human Development:

Cognitive development and Language , perspectives of Piaget Chomsky and Vygotsky, Erikson

Psychosocial stages of Development; Moral Development: Perspective of Kohlberg; Emotional

Development: Karen Horney

##### Unit-IV: Socio-Cultural Contexts for Human Development:

Family; Peers, Media & Schooling; Human Development in the Indian context: Issues of social



relevance (gender, disability and poverty); Challenges of adulthood and aging

#### TEXT BOOKS

Berk L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

Daphne Hopkins(2018). *Educational and Developmental Psychology:A strategic Approach*

Feldman, R.S.&Babu.N. (2011).*Discovering the Lifespan*.Pearson .

Frank Keil (2013) *Developmental Psychology :The growth of Mind and Brain*.

Georgas, J., John W. Berry., van de Vijver,F.J.R, Kagitçibasi, Çigdem,Poortinga, Y. P. (2006).

*Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.

Mitchell, P. and Ziegler, F. (2007).*Fundamentals of development: The Psychology of Childhood*.  
New York: Psychology Press.

#### REFERENCE BOOKS

Santrock, J.W. (2012).*Life-Span Development* (13 ed.) New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

Shaffer, D. R., &Kipp, K. (2007). *Developmental psychology: Childhood and adolescence*. Indian reprint: Thomson Wadsworth.

5) Sharma, N., &Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.), *Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson

Practicum- 3	
Course Code: 23PYBA351	Continuous Evaluation :60
Credits: 1	End Semester Examination:40
L T P : 0 0 2	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

To familiarize the students with computers as tools in psychological experiments

To assist the students understand the concept of memory, attention and learning with the help of experiments in psychology

To illustrate the conduction of experiments and the measures to be taken for the same.

To formulate the analysis and interpretation of experiments using statistical methods

To develop students' understanding about the applications of experiments in psychology across various settings

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would:

Gain knowledge about various experiments used to evaluate cognitive abilities in humans

Get fortified with the techniques of conducting experiments in psychology

Get an understanding about the dependent, independent and other related variables in experimental psychology

Understand the ways of doing analysis and interpretation.

Use psychological experiments in various settings like research, workplace, education, clinical and counseling settings, etc.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					

CO4					
CO5					

## LIST OF PRACTICALS

Familiarization with computers as tools in psychological experiments.

Plan, conduct, and report an experiment based on Attention/ Perception

Plan, conduct, and report an experiment based on Memory

Observing how people remember (based on observational method)

Metacognition inventory

Activity based on eyewitness testimony

Analyzing newspaper report/ self-report or interviews based on any cognitive function like attention distractions during aviations and road accidents.

## REFERENCES AND WEBLINKS

Peirce. W.(2007). Psycho—psychophysics software in Python. *Journal of neuroscience methods*, 162(1-2), 8-13.

Hussain, A. (2014). *Experiments in psychology*. PHI Learning Pvt. Ltd..

<https://www.psychopy.org/>

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style](https://owl.purdue.edu/owl/research_and_citation/apa_style)

## SEMESTER- IV

Understanding Psychological Disorders	
Course Code: 23PYBA401	Continuous Evaluation: 40
Credits: 4	End Semester Examination:60
L T P : 4 0 0	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

CO1: To provide an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders

CO2: To illustrate the symptoms that are specific to the disorders

CO3: To sensitize the students about the information on psychopathology and dispel myths regarding it

CO4: To develop an ethical sense of assessment of psychological disorders

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Students will develop a foundational knowledge of clinical psychology, its historical development and professional ethics.

CLO2: Students will be able to describe the concept of abnormality and symptoms as well as etiology of various psychological disorders.

CLO3: They will get sensitized to the information of psychopathology and dispel myths regarding it.

CLO4: Students will acquire competency for assessing the psychological functioning and abnormality of individuals through psychological assessment, observation and interviewing

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4

(COs)				
CO1				
CO2				
CO3				
CO4				

## COURSE CONTENTS

### Unit-I: Understanding Abnormality

Issues in defining Normality and Abnormality; Historical development, Issues in diagnosis and classification; Nature of Clinical Assessment- DSM V and ICD 11, Causes of Psychological Disorders- Biological, Psychological, Diathesis-Stress Model

### Unit-II: Anxiety Disorders

Anxiety disorders- Generalized Anxiety Disorder, Phobia, Separation Anxiety Disorder, Social Anxiety Disorder, Panic Disorder, Substance/ Medication-Induced Disorder; Nature, Symptoms, Etiology, Prevalence and Co-morbidity ; Case Studies

### Unit-III: Depressive and Bipolar Disorders

Major Depressive Disorder; Persistent Depressive Disorder and other related Depressive Disorders as per DSM-V; Bipolar-I disorder; Bipolar-II Disorder; Cyclothymic disorder; Nature, Symptoms, Etiology, Prevalence and Co-morbidity ; Schizophrenia.

### Unit-IV: Personality Disorders

Cluster A, Cluster B and Cluster C Personality Disorders; Nature, Symptoms, Etiology, Prevalence and Co-morbidity; Case Studies

## TEXT BOOKS

Butcher, J., Hooley, J., Mineka, S., & Kapur, P. (2018). *Abnormal Psychology*. Pearson.

David H. Barlow(2021) Clinical Handbook of Psychological Disorders

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders,

5th Edition: DSM-5. USA: American Psychiatric Association Publishing

World Health Organization (2019). International Classification of Diseases 11th revision. USA: World Health Organization.

## REFERENCE BOOKS

Levy, K.N., Kelly, K.M., & Ray, W.J. (2018). *Case Studies in Abnormal Psychology*. USA: Sage  
USA: Pearson

David Barlow H. & Durand V. Mark, 7<sup>th</sup> Edition, e-book (2013) *Abnormal Psychology: Cengage Learning India Edition*

Nevid, J.S., Rathus, S.A., & Greene, B. (2017). *Abnormal Psychology in a Changing World (10th Edition)*

Social Psychology	
Course Code: 23PYBA402	Continuous Evaluation :40
Credits: 3	End Semester Examination :60
L T P : 3 0 0	
Prerequisite: NIL	

## COURSE OBJECTIVES (COs)

To develop an understanding of the individual in relation to the social world

To describe the realm of social influence, as to how individuals think, feel and behave in social situations.

To introduce pro social behavior in individuals

To define the concepts related to group behavior and reducing acts of social loafing

## COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Describe basic social psychological concepts and familiarize with relevant methods.

Explain the realm of social influence, as to how individuals think, feel and behave in social situations.

Develop skills pertaining to mapping of social reality and understand how people evaluate social situations

Understand social influences particularly the influence of others on individual behavior and performance.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

#### COURSE CONTENTS

##### Unit-I: Introduction

Introduction to Social Psychology, Nature and scope; History of social psychology (including development in India); Social cognition: Schemas, stereotypes and cognitive strategies; Social perception: self-concept, self-esteem, impression formation and management; Attitudes: Nature and management, Attitude-behavior link; Strategies for attitude change

##### Unit-II: Social interaction and Influence

Interpersonal attraction, Pro-Social Behaviour, Aggression and social violence, Social Influence: concepts of guilt, shame, envy, gratitude, forgiveness and compassion.

### Unit-III: Group Dynamics and Inter-group relations

Nature and function of groups, Group formation; Groups and tasks performance, Group Cohesiveness and Norms; Consequences of belonging (performance, decision making, cooperation and conflict), Social Loafing, social facilitation and social conformity, Nature of intergroup relations (prejudice, inter- group conflict, intervention techniques)

### Unit-IV: Applications of Social Psychology

Applications of social psychology in Environment, intergroup conflicts, health and gender issues, social media, work and leadership, legal system, rural vs urban cultures, deprived class. Process of intervention; need for evaluation for effective programs. Integrating technology with interventions, Note: Indian Case studies will be provided for the above mentioned topics

### TEXT BOOKS

Branscombe, N.R.; Baron, R.A. & Kapur, P. (2017). Social Psychology (14th edition). USA: Pearson  
Singh, A.K. (2015). Social Psychology. India: Prentice Hall of India.

### REFERENCE BOOKS

Kassin, S., Fein, S., & Markus, H.R. (2016). Social Psychology. (10th edition). USA: Cengage  
Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson  
Husain, A. (2012). *Social psychology*. New Delhi, India: Pearson.

Statistical Methods for Psychological Research-II	
Course Code: 23PYBA403	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P : 4 0 0	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

CO1: To educate students with the techniques of inferential statistics and hypothesis testing.



CO2: To educate the students about forming hypothesis and interpretation of whether to accept or reject the hypothesis post results

CO3: To teach students about SPSS.

CO4: To educate students about Parametric tests

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Explain the techniques of inferential statistics

CLO2: Form hypothesis and do hypothesis testing in a research

CLO3: Develop skills about the concepts related to hypothesis testing and developing related computational skills

CLO4: Develop the skill of using different methods for statistical calculations like t-test, ANOVA and Chi-Square

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

### COURSE CONTENTS

UNIT I: The Normal Curve Characteristics and Problems in Normal Probability Curve (NPC), The Standard Normal Curve. Significance of mean Computation of the standard error of mean,

UNIT II: Significance of mean ,application and interpretation, Z-test, The  $t$  distribution, Degrees of freedom, Levels of significance, Standard error of difference between two independent means (t-test: Large & small samples), Type I and Type II errors

UNIT III: Chi-Square Test (Non-Parametric Method) Meaning, Test of Hypothesis with equal probability, Chi-Square with 2\*2 table Analysis of Variance Hypothesis testing with the help of One way ANOVA (f-test)

UNIT IV: Parametric Vs Non-parametric Statistics Introduction, Assumptions, basic differences, uses of parametric and Non-parametric testd Standard deviation, correlation analysis Correlation;; Coefficient of Correlation; Calculating Pearson's Correlation Coefficient

#### TEXT BOOKS

King, B.M. &Minium, E.W. (2007).*Statistical Reasoning in the Behavioral Sciences* (5th Ed).USA: John Willey.

Mangal, S.K. (2012).*Statistics in Psychology & Education*.(2nd Ed). New Delhi: PHI learning Pvt. Ltd.

#### REFERENCE BOOKS

Aron, A., Aron, E.N., & Coups, E.J. (2007).*Statistics for Psychology* (4th Ed). India: Prentice Hall .

Field, A. (2009). *Discovering Statistics using SPSS* (3<sup>rd</sup> Ed). New Delhi :Sage.

Mohanty, B. &Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: SAGE Publications.

Agresti, A. (2017). Statistical methods for the Social Sciences (5th ed.). USA: Pearson.

Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th ed.). USA: Cengage

Practicum- 4	
Course Code: 23PYBA451	Continuous Evaluation :60
Credits: 1	End Semester Examination: 40
L T P : 0 0 2	
Prerequisite: NIL	

#### COURSE OBJECTIVES (COs)

CO1: To make the students familiar with researches related to different areas in developmental psychology

CO2: To help the students understand how to form research objectives and questions

CO3: To illustrate the conduction of experiments, interviews, surveys and other research types.

CO4: To teach the analysis and interpretation of the research conducted

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would:

CLO1: Identify and define various researches related to several areas in developmental psychology

CLO2: Identify various forms of developing research objectives and research questions

CLO3: Execute the techniques of conducting experiments, interviews, surveys, etc.

CLO4: Interpret the researches and learn the ways of doing analysis and interpretation.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

#### LIST OF PRACTICALS

Conduct a research using any construct related to developmental psychology. Analyze the data and report (Groups of 4-5 students could be formed)

Interview of elderly participants (staying with family and old age home) relating to the old age stage of development and transcription of data from audio-recording

Learning social development through play by observing children in park with participant/ non-participant observation. Using theories to understand different types of play and socio-emotional development.

Conducting a survey on people's attitude about parenting.

#### REFERENCES AND WEBLINKS

Singh, A.K. (2019). *Tests, Measurement, and Research Methods in Behavioral Sciences*. Bharti Bhavan

Berk, L. E. (2017). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style](https://owl.purdue.edu/owl/research_and_citation/apa_style)

[www.google.com/forms](https://www.google.com/forms)

## SEMESTER V

Dealing with Psychological Disorders	
Course Code: 23PYBA501	Continuous Evaluation :40
Credits: 3	End Semester Examination:60
L T P : 3 0 0	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.

To be indulgent of the symptoms that are specific to a disorder.

To sensitize the students about the facts on psychopathology and dispel myths regarding it.

To develop an ethical sense of assessment of psychological disorders.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

To compose a foundational knowledge of clinical psychology, its historical development and professional ethics.

2. Describe the concept of abnormality and symptoms as well as etiology of various psychological disorders.
3. Get sensitized to the information of psychopathology and dispel myths regarding it.
4. Develop competency for assessing the psychological functioning and abnormality of individuals through psychological assessment, observation and interviewing.

### MAPPING BETWEEN COURSE OBJECTIVES (COs) AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

## COURSE CONTENTS

### Unit-I: Introduction

Biological etiology- explanations and interventions for Mood disorders and Schizophrenia:

Application in case of mood disorders and schizophrenia

### Unit-II: Insight oriented explanations and interventions:

Psychoanalytic perspective– Conversion disorder, OCD, Dissociative disorder; Humanistic and

Existential perspective–Application in case of crises intervention

### Unit-III: Behavioural and Cognitive explanations and interventions:

Application in case of any two from phobias/panic disorder, depression/eating disorders

### Unit-IV: Going beyond the Individual and Singular Approaches:

Family therapy and group therapies, Efforts towards integration of approaches.

Note: Indian Case studies will be provided for the above mentioned topics

## TEXT BOOKS

Butcher, J., Hooley, J., Mineka, S., & Kapur, P. (2018). *Abnormal Psychology*. Pearson.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.

## REFERENCE BOOKS

Bennett, P. (2011) *Abnormal and Clinical Psychology: An introductory Textbook*, McGraw Hill.

Plante, T.G. () *Contemporary Clinical Psychology* John Wiley & Sons.

Riskind, J.H., Manos, M.J. and Alloy, L.B. (2004) *Abnormal Psychology : Current Perspectives*.

McGraw

Positive Psychology	
Course Code: 23PYBA502	Continuous Evaluation :40
Credits: 3	End Semester Examination:60
L T P : 3 0 0	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

To define the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

To explain the diverse meanings of happiness for people

To recognize different types of emotions and how they contribute to well being

To develop character strengths the promote happiness.

### COURSE LEARNING OUTCOMES (CLO)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Define the meaning and conceptual approaches to happiness and well-being.

Interpret the diversity in the experiences of happiness with individual's life span and across different domains.

Execute the various pathways through which positive emotions and positive traits contribute to happiness and well-being.

Identify the key virtues and character strengths which facilitate happiness and well-being.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4

(COs)				
CO1				
CO2				
CO3				
CO4				

## COURSE CONTENTS

### Unit-I: Introduction

Positive Psychology: An Introduction, Assumptions and Goals, relationship with other fields, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

### Unit-II: Positive Emotional States and Processes

The Broaden and Build Theory of Positive Emotions; Happiness and Well being, Happiness-Eudemonics and Hedonistic View, Authentic Happiness, happiness and facets of life: gender, love, marriage, close relationships; happiness across life span, cultures and nationalities; Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

### Unit-III: Positive Cognitive States and Processes

Self-efficacy, Optimism, Hope, Gratitude, Wisdom, Flow, Mindfulness; cultivating positive emotions; positive emotions: personality and biology. Self-awareness- concept, techniques to enhance self awareness

### Unit-IV: Applications

Work, education, ageing, health; Classification of human virtues (Seligman's approach) and its application, Religion, spirituality and transcendence.

## TEXT BOOKS

Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge



Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

## REFERENCE BOOKS

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

David, S. A., Boniwell, I., & Ayers, A. C. (2013). *The Oxford handbook of happiness*. Oxford: Oxford University Press.

Kumar, U., Archana, & Prakash, V. (2015). *Positive psychology – Applications in work, health and well-being*. Delhi & Chennai, India: Pearson

## Community Psychology

Community Psychology	
Course Code: 23PYBA503	Continuous Evaluation :40
Credits: 3	End Semester Examination:60
L T P : 3 0 0	
Prerequisite: NIL	

## COURSE OBJECTIVES (COs)

To help students understand the concept of community.

Demonstrate multicultural knowledge of community psychology and sensitivity towards diversity.

Understand the various processes and values of communities.

To develop a better understanding of community development.

## COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Develop the ability to understand communities and resolve social issues, particularly related to rural-urban issues, education, justice, panchayat system and self help groups.

Demonstrate skills to incorporate the diverse groups and individuals as a part of the community.

Develop skills to understand and modify values of communities based on the situational demands.

Acquire relevant abilities to find solution and interventions for various community based issues.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

#### COURSE CONTENTS

##### Unit-I: Introduction

Definition of community psychology; types of communities- locality based and relational; models- ecological level analysis of community, conceptual level model

##### Unit-II: Core values

Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths; Community functions- learning, socialization and supportive functions

##### Unit-III: Health promotion

Need and process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

##### Unit-IV: Interventions

Concepts and practices for community development and empowerment; case studies in Indian context such as rural panchatyat programs, children's education, self-help group, citizen rights and social accounting.

#### TEXT BOOKS

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.

#### REFERENCE BOOKS

Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967

Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.

3) McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

4) Misra, G. (Ed).(2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.

5) Poland, B. D., Green, L.W. & Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi

Human Resource Management	
Course Code: 23PYBA504	Continuous Evaluation :40
Credits: 3	End Semester Examination:60
L T P : 3 0 0	
Prerequisite: NIL	

### **COURSE OBJECTIVES (COs)**

To define various processes and issues inherent in organizations related to human resources.

Demonstrate multi-cultural knowledge of HRM and sensitivity towards diversity.

To explain various processes and issues inherent in organizations related to human resources

To develop a better understanding of personalities and their associated competencies

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Develop the ability to assist HR departments in resolving human resource problems, particularly related to recruitment, selection, performance appraisal, training and career development.

Demonstrate skills to conduct training needs analysis using appropriate quantitative/qualitative methods.

Develop skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.

Acquire relevant abilities to map competencies of employees of an organization.

### **MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES**

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				

CO2				
CO3				
CO4				

## COURSE CONTENTS

### Unit-I: Introduction to HRM

Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM, Changing role and changing environment of HRM; labour legislation in India; HRD- methods of training, learning and development, career development.

### Unit-II: Job Analysis and Training

Human Resource Practices: Job analysis; Methods of job analysis; Importance of job analysis in Recruitment and selection;

### Unit-III: Training and Organizational change

Training in Organizations; Methods and techniques of training; Importance of Training; Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group).

### Unit-IV: International HRM

International human resource management (IHRM) The context of Globalization, Types of cross-national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofsteade), Policies and practices in the multinational enterprise. Expatriate failure, Cross-cultural training and organizations

## TEXT BOOKS

Chadha, N.K. (2005) *Human Resource Management-Issues, case studies and experiential exercises*. (3<sup>rd</sup>ed.) New Delhi: Sai Printographers.

## REFERENCE BOOKS

Bhatnagar, J. & Budhwar, J. (2009). *The changing face of people management in India*. London:

Routledge.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* ( 3rd Ed). New York: Routledge.

DeCenzo, D.A.& Robbins, S.P.(2006). *Fundamentals of human resource management*.(8th Ed). NY: Wiley.

Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). New Delhi, India: Oxford University Press.

Dessler, G. (2016). Human resource management (15th edition, Global Edition). USA: Pearson

Practicum- 5	
Course Code: 23PYBA551	Continuous Evaluation:60
Credits: 1	End Semester Examination:40
L T P : 0 0 2	
Prerequisite: NIL	

#### COURSE OBJECTIVES (COs)

To introduce the basic skills of Clinical psychology.

To focus on essential skills like empathy, listening, rapport formation, etc.

To develop an understanding of the Anxiety disorder and its diagnosis using tests.

To develop diagnosis and testing skills in students.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Development of skills essential to Clinical psychology

Know how to make the client comfortable enough to share their issues.

Knowledge of triggering agents of anxiety and its better management.

Development of testing skills.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

#### LIST OF PRACTICALS

Unit I: Introduction

Introduction to clinical testing and types of tests required in the diagnosis.

Unit- II: Practical 1

Practical exposure to clinical interview and history taking of the client.

Unit III: Practical 2

Practical based on anxiety diagnosis: Brief fear of Negative Evaluation or Fear Questionnaire or Hamilton Rating scale of anxiety

Unit IV: Practical 3

Practical based on diagnosis: Minnesota Multiphasic Personality Inventory

#### TEXT BOOKS/ PSYCHOLOGICAL TESTS

Carson,R.C., Butcher,J.N., Mineka,S.&Hooley,J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.

Butcher, J.N., Hooley, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

#### REFERENCE BOOKS

Bennett, P. (2011) *Abnormal and Clinical Psychology: An introductory Textbook*, McGraw Hill.

Plante, T.G. () *Contemporary Clinical Psychology* John Wiley & Sons.

Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) *Abnormal Psychology : Current Perspectives*. McGraw Hill

Practicum- 6	
<b>Course Code: 23PYBA552</b>	<b>Continuous Evaluation :60</b>
<b>Credits: 1</b>	<b>End Semester Examination:40</b>
<b>L T P : 0 0 2</b>	
<b>Prerequisite: NIL</b>	

#### COURSE OBJECTIVES (COs)

To introduce the practical concepts of the growing approach of positive psychology and understand its applications in various domains.

To understand the how people attach positive or negative value to their experiences.

To learn about contributors of optimism in people.

To develop a psychological capital in students.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Understanding of where positive psychology can be applied.

Locate the diversity in the experiences of people and become empathetic towards others.

Learn the various pathways through which optimism can be developed in people.

Learning of importance of positive psychology and benefitting in the form of improved psychological capital

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				



## COURSE CONTENTS

Any two of the following practical will be conducted:

Practical based on happiness/ resilience

Optimism Test (Life Orientation Test Revised / Optimism/Pessimism Instrument, etc)

Practice of mindfulness and Progressive muscle relaxation.

Tests based on Psychological Capital (PsyCap 12, Psychological Capital Questionnaire, etc)

Conduct a survey research using any construct related to positive psychology.

## TEXT BOOKS AND WEBLINKS

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style](https://owl.purdue.edu/owl/research_and_citation/apa_style)

[www.google.com/forms](https://www.google.com/forms)

## SEMESTER- VI

<b>Counselling Psychology</b>	
<b>Course Code: 23PYBA601</b>	<b>Continuous Evaluation</b>
<b>Credits: 3</b>	<b>End Semester Examination</b>
<b>L T P : 3 0 0</b>	<b>Internal:40</b>
<b>Prerequisite: NIL</b>	<b>External :60</b>

### COURSE OBJECTIVES (COs)

To develop an understanding of basic concepts, processes, theories and techniques of Counseling.

To acquaint the learner with the understanding of counseling as a profession as well as challenges in Counseling.

To develop understanding of contemporary issues being faced by people with regard to mental health.

Develop insight of emerging therapies like solution focused, expressive arts and narrative therapy.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Define the basic concepts, processes, theories and techniques in counseling psychology

Develop the skills of professional counselors and learn about the issues and challenges in counseling

Relate to the contemporary issues and challenges faced by people with regard to mental health and the related taboos

Learn about the newer forms of therapy like solution focused therapy, narrative therapy, etc.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				

CO2				
CO3				
CO4				

## COURSE CONTENTS

### Unit-I: Introduction

Nature and Goals; Counseling as a profession: professional ethics (Latest version of American Counseling Association – ACA); The effective counsellor: personality characteristics; Status of counseling psychology in India, contemporary issues and challenges; challenge of online counseling and tele-counseling

### Unit-II: Counseling Process

Building counseling relationships; Working in a counseling relationship; Closing counseling relationships

### Unit-III: Techniques of Counseling

Psychoanalytic techniques; Humanistic approach; Behavioral techniques; Cognitive techniques; Cognitive-behavioral approach- CBT and REBT; Indian techniques: Yoga and Meditation, Narrative therapy, solution-focused therapy, creative and expressive arts therapy, music therapy

### Unit-IV: Counseling Applications

Child Counseling; Family Counseling; Career Counseling; Crisis intervention: suicide, grief, and sexual abuse

## TEXT BOOKS

Capuzzi, D. & Gross, D.R. (Eds.). (2017). *Introduction to the Counseling Profession* (7th Ed.). Routledge

Rao, S.N. & Sahajpal, P. (2017). *Counseling and Guidance* (3rd Ed.). McGraw-Hill Education.

Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. (2nd ed.). Sage.

Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counseling and Guidance* (7th Ed.) New Delhi: Pearson.

Gladding, S. T. (2012). *Counseling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.

#### REFERENCE BOOKS

Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counseling Psychology*. New York: Oxford University Press.

Kapur, M. (2011). *Counseling Children with Psychological Problems*. New Delhi, Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy & Counseling: Concepts and Cases* (5th Ed). Brooks/Cole Cengage Learning.

Health Psychology	
Course Code: 23PYBA602	Continuous Evaluation
Credits: 3	End Semester Examination
L T P : 3 0 0	Internal :40
Prerequisite: NIL	External:60

### COURSE OBJECTIVES (COs)

To focus on the concepts of health psychology

To illustrate the relationship between psychological factors and physical health and learn how to enhance well-being.

To discover an understanding of well-being and its sources.

To build an insight on personality traits that lead to well-being and improved health.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Students will be able to demonstrate the knowledge of health psychology

They will identify the relationship between psychological factors and physical health

Students will be able to enhance well-being of oneself as well as others

An adequate knowledge will be developed about the promotion of healthy behavior.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

### COURSE CONTENTS

#### Unit-I: Introduction

Introduction to Health Psychology, Emergence of the field of health psychology; components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health; cross-cultural definitions of health (including Indian

#### Unit-II: Behavior and health

Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications. Stress and coping: Theories of stress, physiology of stress, psychological stressors, stress management

#### Unit-III: Health Enhancing Behaviours

Determinants of health behavior; health-belief model, theory of planned behavior, self-determination theory, cognitive behavioral approaches and current trends; Health promoting behaviors- Exercise, nutrition, safety, pain, stress management

#### Unit-IV: Health and Well-being

Happiness; Life satisfaction; Resilience; Optimism and Hope; Yoga intervention, types of yoga

#### TEXT BOOKS

Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.

Dalal, A. K., & Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi: Sage Publications

#### REFERENCE BOOKS

Allen, F. (2011). *Health psychology and behaviour*. Tata McGraw Hill Edition.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Kindersley.

Misra, G. (1999). *Stress and Health*. New Delhi: Concept.

DiMatteo, M.R. & Leslie, R.M. (2017). *Health psychology*. India: Pearson Education.

Ogden, J. (2012). *Health Psychology*. New York, McGraw-Hill.

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

Organizational Behavior	
Course Code: 23PYBA603	Continuous Evaluation :40
Credits: 4	End Semester Examination:60
L T P : 4 0 0	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

To create an awareness of the concepts related to organizational behavior.

To develop connectivity between concepts and practices of organizations.

To inculcate motivation in themselves and prepare them to motivate others in future work space.

To develop leadership qualities in the learners.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Get aware of the concepts related to organizational behavior

Develop connectivity between concepts and practices of organizations

Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.

Understand leadership processes from different theoretical perspectives.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4

(COs)				
CO1				
CO2				
CO3				
CO4				

## COURSE CONTENTS

### Unit-I: Introduction

Introduction to organizational psychology; Nature and scope; Historical antecedents of Organizational Behaviour: Scientific management, The Early Years, Classical School: Taylor, Fayol & Weber and Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting: Replication, disenchantment and integration

### Unit-II: Individual level processes

Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation- five key concept, Early theories: Maslow, McClelland, Herzberg, Two factor, Self-regulation theory; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign

### Unit-III: Leadership

Leaders vs Managers, themes in leadership: positional power, leader emergence vs leader effectiveness, Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Situational Theory of leadership (Fielder Contingency Model), transformational and charismatic leadership; Indigenous theories, Challenges to the leadership construct; Indian perspective on leadership

### Unit-IV: Trends in Organizational Behaviour

Consultancies for OB; Organizational culture; Power and Politics: Influence, Organizational Politics; Cooperation and competition, conflict and management, Positive Organizational Behaviour: Optimism, Emotional Intelligence

## TEXT BOOKS



Luthans, F. (2017). *Organizational behavior*. New Delhi: McGraw Hill

#### REFERENCE BOOKS

Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

Prakash, A. (2011). *Organizational behavior in India: An indigenous perspective*. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Schermerhorn, J.R. ,Hunt,J.G. &Osborn,R.N. (2008). *Organizational Behavior* (10<sup>th</sup> Ed.) New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

Sinha, J. B. P. (2008). *Culture and organizational behavior*. New Delhi, India: Sage Publications.

Community Mental Health and Interventions	
Course Code: 23PYBA 604	Continuous Evaluation :40
Credits: 4	End Semester Examination:60
L T P : 4 0 0	
Prerequisite: NIL	

#### COURSE OBJECTIVES (COs)

This course will familiarize the students with:

- 1 social and cultural roots of mental health
- 2 contemporary issues in community mental health
- 3 approaches to promote community mental health

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: develop insight into social and cultural antecedents of mental health

CLO2: better appreciate emergent issues in community mental health

CLO3: understand approaches to promote community mental health

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					

#### COURSE CONTENTS

##### Unit 1: Introduction to Mental Health in Community (MHC)

Community mental health in India-relevance, challenges, historical evolution of community health services in India, general hospital psychiatry, future of community health in India, Mental Healthcare Act 2017

##### Unit 2: Social Dimensions of MHC

Family and mental health in India, stigma and mental illness, disability and functioning, gender and MHC , homelessness.

##### Unit 3: Emergent Issues and MHC

Farmers' suicidal behavior and suicide prevention, crisis and violence intervention, disaster management from mental health perspective

##### Unit 4: Models, Intervention and Strategies to Promote MHC

Preventive approach, integrating mental health services in general health care- issues and challenges, mental health literacy and education, addressing social stigma and social inclusion, community based intervention-role of governmental and non-governmental organizations, self-help groups, role of psychiatry and counseling, psychosocial rehabilitation.

#### Reference Books:

- 1 Bloom, B. L. (1977). Community mental health: A general introduction. Brooks/Cole.
- 2 Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2012). Community mental health in India. Jaypee Brothers Medical Publishers (P) Limited.
- 3 De Jong, J. (Ed.). (2006). Trauma, war, and violence: Public mental health in socio-cultural context. Springer Science & Business Media.
- 4 Jacob, K. (2013). Community mental health in India. Indian Journal of Psychiatry, 55(2), 209-209.
- 5 Jorm, A. F., Korten, A. E., Jacomb, P. A., Christensen, H., Rodgers, B., & Pollitt, P. (1997). 'Mental health literacy. a survey of the public's ability to recognize mental disorders and their beliefs about the effectiveness of treatment. Medical Journal of Australia, 166(4), 182-186.
- 6 Kapur, R. L. (1946). The story of community mental health in India. Mental health: An Indian Perspective 1946–2003, 92-100.

Practicum-7	
Course Code: 23PYBA651	Continuous Evaluation:60
Credits: 1	End Semester Examination:40
L T P : 0 0 2	
Prerequisite: NIL	

#### COURSE OBJECTIVES (COs)

- To develop an understanding of various therapies.
- To acquaint the learners with different personality types and challenges faced by people
- To develop understanding of classic therapies.
- Develop insight of emerging contemporary therapies.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After

completion of course, students would be able to:

Development of basic skills required for conducting therapies.

Development of insight regarding the cognitive behavior therapy and its benefits.

Learning about classical therapies.

Learning about contemporary therapies.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

#### LIST OF PRACTICALS

Any two of the below mentioned practical would be conducted:

Practical based on Cognitive –Behavior Therapy

Practical based on Expressive Art Based Therapy

Practical based on Behavior Modification

Field visit to any social service center/ old age home/ school and submit a report

Conducting a survey on any health related issue and submit a report

#### TEXT BOOKS/ PSYCHOLOGICAL TESTS AND WEBLINKS

Gladding, S. T. (2012). Counseling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.

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

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style](https://owl.purdue.edu/owl/research_and_citation/apa_style)

[www.google.com/forms](https://www.google.com/forms)

Practicum – 8	
Course Code: 23PYBA652	Continuous Evaluation:60
Credits: 1	End Semester Examination:40
L T P : 0 0 2	
Prerequisite: NIL	

### COURSE OBJECTIVES (CO)

- To focus on the practical concepts of health psychology
- To discuss the origins of stress in people and how it can be managed.
- To examine the opinions of people on major health related behaviors.
- To develop an understanding of well -being and impact of yoga

### COURSE LEARNING OUTCOMES (CLO)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

- Demonstrate the knowledge of health psychology in their community
- Understanding and improved management of stress
- Enhancement of understanding of public opinion on health related behaviors.
- Develop adequate practical knowledge of yoga and its practice of basic Asanas

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

### COURSE CONTENTS

Practical using the Perceived Stress Scale or Standard Stress Scale.

Survey on public opinions on Health related Behaviors like exercise, sex education, nutrition, vaccination, health checkups, etc.

Practical based on Benefits of Yoga, Yoga intervention, Types of yoga, Practice of Yoga

Conduct a survey on any health related issues and submit a report

#### XT BOOKS

Dalal, A. K., & Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi: Sage Publications

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

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style](https://owl.purdue.edu/owl/research_and_citation/apa_style)

[www.google.com/forms](https://www.google.com/forms)

Practicum- 9		
Course Code: 23PYBA653	Continuous Evaluation : 60	
Credits: 1	End Semester Examination:40	
L T P : 0 0 2		
Prerequisite: NIL		

#### COURSE OBJECTIVES (COs)

To develop the skills required for corporate psychology.

Help the students understand the sources of stress in corporate structure.

To practically understand the concept of work life balance and issues related to it.

Understand different types of communication and relationship styles in organization.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Awareness about the issues of corporate psychology.

Development of understanding about what are the stressors for people in work setup and how it can be managed.

Develop an in-depth understanding of quality of work life and emphasizing its importance in life.

Understand communication patterns and its improvement in work place.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives(COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

## LIST OF PRACTICALS

### Unit I: Practical 1

Practical based on Emotional intelligence at work: Work motivation questionnaire

### Unit- II: Practical 2

Practical exposure stress and workplace: Occupational stress index

### Unit III: Practical 3

Practical based on work life balance: Quality of work life Scale

### Unit IV: Practical 4

Practical based on work place relations: Fundamental Interpersonal Relations Orientation-Behaviour (FIRO-B)

## TEXT BOOKS

Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill

## REFERENCE BOOKS

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi: Biztantra publishers.

Landy, F.J. & Conte, J.M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.



## SEMESTER- VII

### School Counselling

School Counselling	
Course Code: 23PYBA 701	Continuous Evaluation:40
Credits: 4	End Semester Examination:60
L T P : 4 0 0	
Prerequisite: NIL	

COs Course Objectives: This is to enable the students to develop an understanding of counselling within school setup.

1. To understand the collaborative work of counsellor and other school staff
2. To focus on prevention and intervention of mental health and disorders of children and adolescents.
3. To equip with the understanding of students needs and their behavioural patterns.
4. To know various approaches & strategies (interventions & prevention) for use when counselling children and adolescents.

CLOs Learning Outcomes: Student will be able to:

1. Apply guidance & counselling skills in schools at various level.
2. Analyze career counselling as an important aspect of assessment
3. Design and develop holistic plan for various types of students and their needs
4. Comprehend the challenges and risk involved in the management of a classroom with individual differences

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				

CO4				
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## Course Contents:

### UNIT I - Introduction to School Counselling

Historical and Current Issues ,Need, Scope of School Counselling ,Difference between Educational Psychologist and School Counsellor Transformations of the Roles, Responsibilities & skills of School Counsellors Professional and Ethical Codes of conduct in school counselling. Need and importance of guidance and counselling at school settings

### UNIT II- Counsellor in Educational Setting

The Profession of School Counselling: School Counsellor as Program Coordinator, Educational Leader, The Guidance Curriculum / Demonstrating Accountability, Becoming a Systematic Change Agent- Advocacy  
Need for Counselling at various levels: Elementary School, Middle School, Secondary School & Higher Secondary School Counselling & Curriculum Development  
Counselling & Family Intervention for Children Counselling & School Management

### UNIT III -Role of Personal Guidance

Principal, Teacher, Counsellor, Career Counsellor, Parents & other Specialists  
Holistic Model- 5 aspects: Personal, Temperamental, Professional, Social, Environmental Importance of Holistic Approach in School Counselling .Overview of the other approaches to counseling children.

### UNIT IV - Mental Health of Students

Working with various types of students: mental and emotional disorders; chemically dependent adolescents, ODD; Anger control issues, ADHD, Depression in youth suicide, Self-esteem/ social anxiety disorder, Eating disorders, Sexual Abuse  
Supportive Services including programmes of Intervention and Prevention & Self Help  
Material

Role of Faith & Spirituality in Students mental Health

Students' perspective of Mental Health , Psychology of deprived, Growth & policies

Text & References:

Belkin, G.S. (1998), Introduction to Counselling; W.C.: Brown Publishers

Nelson, J. (1982), The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.

References:

Ben, N. Ard, Jr. (Ed.) (1997), Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.

Brammer, L.M. & Shostrom, E.L. (1977), Therapeutic psychology: Fundamentals of Counselling Psychotherapy; (3<sup>rd</sup> Ed.) , Englewood Cliffs: Prentice Hall

Udupa, K.N. (1985). Stress and its Management by Yoga; Delhi: Moti Lal Bansari Das.

Windy, D. (1988) (ed.), Counselling in Action; New York: Sage Publica

PSYCHOLOGY: QUALITATIVE RESEARCH METHODS	
Course Code: 23PYBA 702	Continuous Evaluation :40 External:60
Course Category	Major/Minor
LTP	4 0 0
Credits: 4	End Semester Examination
Prerequisite: NIL	

Course Objectives (COs):

This course will familiarize the students with:

The critical aspects of psychological research.

the macro (social, political, cultural) and micro (interpersonal intra-psychic) nuances of psychological processes and social realities.

Differential interpretation of psychological realities.

The latest qualitative methodologies for data and research analysis.

Course Outcomes:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1. Understand greater depth issues related to subjectivity, role, access, and ethics in qualitative research studies and their relationship to research design.

CLO2. Evaluate knowledge of the traditions of qualitative research and specific research strategies.

CLO3. Learn common strategies for qualitative research analysis including working within and across forms of data.

CLO4. Students will demonstrate the learning in the research areas .

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					

Course Content

Unit 1: Issues in Qualitative Research

Nature of Reality and Researcher's self in qualitative research, subject-object relationship in

qualitative research, Reflexivity, Voices and Silence in qualitative research, issues related with Power, Validity & reliability in qualitative research, Triangulation, Ethics in qualitative research.

#### Unit 2: Field based Methods

Grounded Theory, Ethnography, Interview and Cooperative inquiry, Observation method, Action Aid Research.

#### Unit 3: Text Methods (Basic and Advance)

Thematic Analysis, Narrative Analysis, Conversational Analysis, Methods—Life history, Case Study, Psycho Biographies Psycho-historical Method, Auto-Ethnographies and Autobiographies.

#### Unit 4: Emerging Methodologies in Qualitative Research

Existential phenomenology, phenomenological methodology, gender methodology psycho analytic methodology.

#### Readings

Denzin and Lincoln Handbook of Qualitative Research Method.

Lifton, R. J. (1967). *Death in Life: Survivors of Hiroshima*. New York: Random House

On Becoming a Qualitative Researcher: The Value of Reflexivity, Daine Watt. Qualitative Report, Vol.12 Number 1,2007.

Reading Between The Lines: Interpreting Silences in Qualitative Research. Blake Poland and Ann Paderson. Qualitative Inquiry, 1998 4:293

Silence as Resistance to Analysis: Or, On Not Opening One's Mouth Properly; Maggie MacLure, Rachael Holmes, Liz Jones and Christina Mac Rae; Qualitative Inquiry 2010 16:492. Qualitative Inquiry, Sage publication.

Fundamentals of Forensic Psychology	
Course Code: 23PYBS703	Continuous Evaluation :40
Credits: 4	End Semester Examination :60
L T P : 3 1 0	Major course
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

To help the students to understand and train with theoretical and professional aspects of criminal and forensic fields of psychology.

To make the students acquaint with various applications in criminal and forensic psychology

To familiarize students with the behavior of criminals, its causes and remedies.

To display the role of psychological professionals in the field of forensic and criminal matters.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Demonstrate the knowledge of health psychology

CLO2: Understand the relationship between psychological factors and physical health

CLO3: Enhance well-being of oneself as well as others

CLO4: Develop adequate knowledge about the promotion of healthy behavior

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

## COURSE CONTENTS

### Unit-1: Introduction and Overview of Forensic Psychology

Nature, definition, scope, and history of Forensic Psychology; Professional training and education in forensic psychology; Forensic psychology in India; Ethical & legal issues in forensic practice

### Unit-2: The Victim

Victimization; Impact of crimes on victims; Factors affecting for victimization; coping with victimization

### Unit-3: Psychology and Courtroom

Types of Court and role of psychologists—criminal, juvenile, civil & family court; Understanding court process and punishment; The Psychologists as an expert witness.

### Unit-4: Assessment and Evaluation in Forensic Psychology and Courtroom

Psychological tests used in forensic psychology- intelligence, personality and interpersonal relationship; diagnostic psychological tests as tool for forensic assessment- 16PF, MMPI and other projective tests.

## TEXT BOOKS

Bachhav, AunM. (2012). Criminal Psychology. Chandralok Prakashan, Kanpur-208021

Bharati, A. (2012). Studies on Criminological Psychology. G.S.

Rawat for Ceber Tech Publications. New Delhi-110002

Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.). Delhi: Tata McGraw-Hill.

Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson Education Pte. Ltd.

Suryanarayana, N.V.S, Himabindu Goteti, Neelima V. (2011). Cyber Psychology. Sonali Publications, New Delhi-110002

Thou Teisi (2011). Forensic Psychology. ABD Publishers, Jaipur-302018

Department of Psychology			
Programme: B.A. (H) Psychology			
Year/Semester	4 <sup>th</sup> Year/7 <sup>th</sup> Semester	Course Category	Major/Minor
Course Code	23PYBA704	Course Title	Psychology of Marketing
Continuous Evaluation : 40		End Semester Examination : 60	
Prerequisite: Nil		L T P : 4 0 0	Credits: 4

Course Objectives (COs) - The Course is designed with the following objectives:

CO1: To know the process of marketing and its significance in business.

CO2: To discuss about the global business environment.

CO3: To understand about the psychological principles involved in marketing.

CO4: To grasp the significance of strong customer relationships for everlasting business growth.

Course Learning Outcomes (CLO)–The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

CLO1: Explain the process of marketing and its significance in business.

CLO2: Apply knowledge about the global business environment.

CLO3: Analyze the psychological principles involved in marketing.

CLO4: Recommend the significance of strong customer relationships for everlasting business growth.

Mapping Matrix between Course Objectives and Course Learning Outcomes:

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CO 1				
CO 2				
CO 3				
CO 4				

COURSE CONTENTS:

UNIT-1 Introduction



Marketing and Marketing Process - Marketing in changed world - Marketing and society - Social responsibility and marketing ethics - Strategic marketing planning: Executive summary, marketing audit, SWOT analysis - Business development.

#### UNIT-2 Consumer Buying Behavior

Psychology and human behavior - Consumer buying behavior: Models of consumer behavior, characteristics affecting consumer behavior - consumer decision process.

#### UNIT-3 Psychological Variables in Marketing Process

Learning and memory: Theories of learning and memory and their contribution in buying behavior. Attitudes: Formation and persuasion - Decision making: Contribution of Herbert Simon.

#### UNIT-4 Building Consumer Relationships

Customer satisfaction – quality, value and service – delivering customer satisfaction – retaining customers.

#### RECOMMENDED TEXT BOOKS:

Peter F. Drucker. *Management: Tasks, responsibilities, practices* (New York: Harper & Row, 1971)

Kevin J. Clancy and Robert S. Sohlman, 'Breaking the mold', *Sales and Marketing Management* (January 1994), pp. 82-4, Thomas O. Jones and W. Earl Sasser, 'Why satisfied customers defect', *Harvard Business Reviews* (November-December 1995)

Philip Kotler and Eduardo Roberto, *Social Marketing: Strategies for changing public behavior* (New York: Free Press, 1990).

Stuart L. Hart, 'Beyond greening: strategies for a sustainable world'. *Harvard Business Review* (January—February 1997)

#### REFERENCE BOOKS:

Peter Doyle, *Marketing Management and Strategy*, 1st edn (New York: Prentice Hall, 1994)

Philip B. Cateora, *International Marketing*, 8th edn (New York: Irwin, 1993)

Roger D. Baskerville and Paul W. Millard, *Consumer Behaviour*, 5th edn (New York: Holt, Rinehart & Winston, 1986)

Patrick J. Robinson. Charles W. Paris and Yoram Wind, *Industrial Buying Behavior and Creative Marketing* (Boston: Allyn & Bacon, 1967)

SEM. VIII

Department of Psychology			
Programme: B.A. (H) Psychology			
Year/Semester	4 <sup>th</sup> Year/8th Semester	Course Category	Major Paper
Course Code	23PYBA801	Course Title	Spiritual Interventions at Work Place
Continuous Evaluation : 40		End Semester Examination : 60	
Prerequisite: Nil		L T P : 4 0 0	Credits: 4

Course Objectives (CO) - The course is designed with the following objectives:

CO1.To know the concepts related with spirituality.

CO2. To discuss about the interventions that can be brought at the work place using spirituality.

CO3. To understand the relationship between spirituality and mental health.

CO4. To grasp the significance of research methods to gain the understanding of spirituality.

Course Learning Outcomes (CLO) –The syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

CLO1. Explain the process of spirituality.

CLO2.Apply knowledge about the interventions of spirituality at work place.

CLO3. Analyze the psychological principles involved between spirituality and mental health.

CLO4. Recommend the significance of research methods in the understanding of spirituality

Mapping Matrix between Course Objectives and Course Learning Outcomes:

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CO 1				
CO 2				

CO 3				
CO 4				

## COURSE CONTENTS:

### UNIT-1 Introduction

Religiousness and spirituality – Research methods in spiritual psychology – Religion morality and self-control: Values, Virtues and Vices.

### UNIT-2 Spirituality and Mental Health

Self-awareness – Coping – Peace and happiness – Emotional intelligence

### UNIT-3 Workplace and Spirituality

Interpersonal skills – Relationship management – Team building – Conflict management – Counseling and guidance - Tolerance

### UNIT-4 Spiritual Interventions at Work Place

Interventions to improve employee's risk - Attitude behavior awareness - Leadership training. Communication and feedback - Mental health awareness - Planned behavioural theory to improve employee's health and well -being

## RECOMMENDED TEXT BOOKS:

R. A. Giacalone and C. L. Jurkiewicz, eds. Handbook of Workplace Spirituality and Organizational Performance. Armonk, NY: M.E. Sharpe

Giacalone, R. A. and Jurkiewicz, C. L., 2003. Toward a science of workplace spirituality. In: R. A. Giacalone and C. L. Jurkiewicz, eds. Handbook of Workplace Spirituality and Organizational Performance. Armonk: M.E. Sharpe

Hambleton, R. K., 2002. Adapting achievement tests into multiple languages for international assessments. In : A. C. Porter and A. Gamoran, eds. Methodological Advances in Cross-National Surveys of Educational Achievement. Washington , DC: National Academy Press

Hill, P. C. and Smith, G. S., 2003. Coming to terms with spirituality and religion in the workplace. In: R. A. Giacalone and C. L. Jurkiewicz, eds. Handbook of Workplace Spirituality and Organizational Performance. Armonk: M.E. Sharpe

#### REFERENCE BOOKS:

Luthans, F., Youssef, C. M., and Avolio, B. J., 2007. Psychological Capital: Developing the Human Competitive Edge. New York: Oxford University Press.

Payutto, P. A. , 2002. Samadhi in Buddhism. 2nd ed. Bangkok: Buddha Dhamma Foundation.

Rajaprommajarn, P., 2004. Path to Nibbana, complete edition. Chiangmai: Changpeuk.

#### NEUROPSYCHOLOGY

NEUROPSYCHOLOGY	
Course Code: 23PYBA802	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P : 4 0 0	Course Type: Major
Prerequisite: NIL	

#### Course Objectives:

CO1.To introduce the basic principles of Neuropsychology

CO2. To discuss in-detail the nervous system and its command center – the brain.

CO3. To equip students with skills to consider and rule out a neuropsychological origin of the psychopathology.

CO4. To impart the knowledge to of assessment of neuropsychological disorders.

Students' Learning Outcomes: After learning this course the students will be able to:

CLO1. Describe the nature and basic principles of neuropsychology.

CLO2.Identify the brain's levels and structures, and summarize the functions of its structures.

CLO3. Plan and Execute assessments and rehabilitation individuals with neurocognitive Dysfunctions

CLO4.Students will apply the acquired knowledge in demonstrating the

Neuropsychological disorders.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

#### COURSE CONTENTS

Course Contents/Syllabus:

##### Unit I Introduction

Understanding the concept of Neuropsychology

The rationale for Neuropsychological evaluation

Common problems with brain damage

##### Unit-II Anatomy and Plasticity of Brain

Basic Brain Structure, Cerebral Cortex & Hemispheres,

Various Lobes & Their Functions,

Concept of Lateralization& Localization, Hemispheric Asymmetry

Neuropsychological aspect of plasticity of brain

##### Unit III Lobe Functions and Syndromes

Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor functions

Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness.

Sensory functions and body schema perception;  
Color perception;  
Writing and reading ability.  
Executive dysfunctions, Memory and Motor impairments  
Agnosias and apraxias;  
Disturbances in visual space perception;

#### Unit IV Neuropsychological Correlates of Various Disorders

Huntington's disease,  
Parkinsons's disease,  
Progressive Supranuclear Palsy,  
Thalamic degenerative disease,  
Multiple sclerosis,  
Cortical and sub cortical dementias, Alzheimer's dementia, AIDS dementia complex etc.  
Neuropsychological Assessment

#### Pedagogy for Course Delivery:

Lectures  
Demonstrations  
Case Studies

#### Text & References:

Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.  
Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NY  
Handbook of Cognitive Neuroscience, Gazzaniga, M. S. (1984). Plenum Press: NY

INDIAN AND WESTERN PERSPECTIVES OF PERSONALITY	
Course Code: 23PYBA803	Continuous Evaluation:40
Credits: 4	End Semester Examination:60
L T P : 4 0 0	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

This course will familiarize the students to:

CO1. Define personality, its significance and important issues in personality research.

CO2. Differentiate the theoretical Perspectives in the research and study of Personality.

CO3. Enumerate learning of Assessment methods in personality.

CO4: List the various techniques to assess the personality.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: outline the concept of personality and related theories in psychology.

CLO2: describe complex factors that influence and shape our personality and understand the individual differences that exist.

CLO3: explore how different theoretical perspectives conceptualize personality .

CLO4:apply the different testing techniques to measure the personality.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
CO 1					
CO 2					
CO 3					
CO 4					

## COURSE CONTENTS

### Unit 1: Introductory concepts: Personality

Personality: Definition, nature and origin of the concept; Structure of Personality; Individual differences; Biological foundations of personality; impact of Society, Culture and gender on personality, Key issues in the study of personality, Current perspectives in Research.

### Unit 2: Theoretical Perspectives in Personality

Psychodynamic perspective of personality: Sigmund Freud and Carl Jung; Ego Psychology and related perspectives: Erik Erikson, Erich Fromm, and Karen Horney;

Dispositional perspective: Gordon Allport, Raymond Cattell and H.J. Eysenck;

Behavioral perspective of personality: BF Skinner; Social Learning Perspective: Albert Bandura and Rotter;

Cognitive Perspective: George Kelley

Phenomenological perspective; Carl Rogers. Big Five Factor Model of personality.

### Unit 3: Indigenous Perspectives and Models of Personality

Indigenous Concepts and Models of Personality – Yogic, Sankhya and Buddhist View. Indian Perspective of Emotional Intelligence, Spiritual Intelligence and Personality Development with special reference to Vedas, Science of Self -Realization- Vedic Perspective.

### Unit 4: Personality Assessment

Introduction of Approaches to personality assessment (self-report, problems of response in projective and behavioral assessment), Behavioural assessment, Subjective and objective perspective in personality assessment, Projective Tests for Personality assessment in Indian context, Basics of Assessment in Special conditions- Forensic, Medico-Legal, Defense/Military Services.

## REFERENCES

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

Cornelissen, M., Misra, G., & Varma, S. (eds.) (2011), *Foundations of Indian Psychology* (Vol. 1), Theories and concepts. Pearson.

Morgan, C. T., & King, R. A. (1966). *Introduction to psychology* (3rd ed.). McGraw-Hill.

Reisner, S. (1999). Freud and Psychoanalysis: Into the 21st Century. *Journal of the American Psychoanalytic Association*, 47(4), 1037–1060.doi:10.1177/000306519904700403



Schultz, D. P., & Schultz, S. E. (1994). *Theories of personality* (5th ed.). Thomson Brooks/Cole Publishing Co.

Wang, N., Jome, L. M., Haase, R. F., & Bruch, M. A. (2006). The Role of Personality and Career Decision-Making Self-Efficacy in the Career Choice Commitment of College Students. *Journal of Career Assessment*, 14(3), 312–332.doi:10.1177/1069072706286474

## PSYCHOLOGY OF CHILDREN WITH SPECIAL NEEDS

Department of Psychology			
Programme BA(H) PSYCHOLOGY			
Year/Semester	4th Year/ VIII Semester	Course Category	Core
Course Code:23PYBA804	Minor	Course Title	PSYCHOLOGY OF CHILDREN WITH SPECIAL NEEDS
Continuous Evaluation:40		End Semester Examination:60	
Prerequisite: NIL		L T P : 4 0 0	Credits:4

### COURSE OBJECTIVES(COs)

To provide an overview of the basic concepts in psychology of differently abled children.

To introduce the students with different issues of children with Sensory impairments.

To enhance their knowledge about different types of disabilities

To help in understanding the interventions and importance of special education.

To create awareness about the applications of interventions for needy children.

### COURSE LEARNING OUTCOMES

After completion of the course the students will be able to:

CLO1: Describe the basic concepts in differently abled children.

CLO2: Get equipped with various psychological techniques used to assess sensory & behavioural impairment at various developmental stages.

CLO3: Develop an overview of psychology that would help them to understand different disabilities.

CLO4: Learn the skills for applying knowledge to real life situations so as to assess the interventions

in special education.

CLO5: Apply the acquired knowledge of interventions for the well-being of special kids.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
CO 1					
CO 2					
CO 3					
CO 4					
CO 5					

#### Course Contents:

##### UNIT I: Children with mild differences in behaviour & learning

Children with Speech & Learning Disabilities, Children with Learning Disabilities ,Children with Intellectual Disabilities ,Children and youth with behaviour disorders ,Children who are Gifted, Creative and Talented

##### UNIT II: Children with Sensory Impairments and low incidence disabilities

Children and youth with Hearing Impairments ,Children with Visual Impairments ,Children with Special Health Care Needs ,Children with Neurological Disabilities ,Children with Pervasive Developmental Disorders, Children with Severe & Multiple Disabilities

##### Module III: Special Education across the Life Span

Early Childhood Special Education , Transitioning to Adulthood

##### Module IV: Special Education- Curriculum for the Handicapped

Special Education , Individualized Education Program (IEP) ,Integrated Education- Models of Integration

Inclusive Education , Community based instruction (Ecological) ,Action Research- Meaning and Nature.

## Text & References:

### *Text:*

Panda K.C, Education of Exceptional Children

Pillai M.G, Exceptional Children- Causes & Assessment

### References:

Prasad S.B, Special Education

Horn, John Louis: The Education of Exceptional Children

Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)

## DISSERTATION

23PYBA DSE08		L	T	P	C
	Dissertation	1	0	0	6
DSE	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Psychology				

## COURSE OBJECTIVE

To enable students to design and conduct an original and ethical research

## COURSE OUTCOME:

After this, the students should be able to:

design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Reference	Latest APA manual for dissertation.	
Evaluation	Viva jointly by one internal and one external examiner.	

Learning Resources	
Text Book Reference Book and other materials	Latest APA manual for dissertation.

## MINOR STREAM COURSES

### PSYCHOLOGY

General Psychology
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Course Code: 23GEPY 101	Continuous Evaluation;40
Credits: 4	End Semester Examination:60
L T P : 3 1 0	
Prerequisite: NIL	

### COURSE OBJECTIVES

1. To provide an overview of the basic concepts in psychology
2. To introduce the students with different fields of psychology
3. To enhance their knowledge about individual differences and the methods to analyze them
4. To help in better communication and enhance adjustment in life and work.
5. To create awareness about the applications of psychology in various fields

### COURSE LEARNING OUTCOMES

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Describe the basic concepts in psychology
2. Get equipped with various psychological techniques used to assess human behavior at various developmental stages
3. Develop an overview of psychology that would lead to better communication and enhance adjustment in work and personal life
4. Learn the skills for applying knowledge to real life situations so as to improve interpersonal interactions and adjustment in life

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CO 1				
CO 2				
CO 3				

CO 4				
CO 5				

## COURSE CONTENTS

### Unit-I: Orientation to Psychology

Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives

### Unit-II: Psychology of Individual Differences

Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Assessment of intelligence and personality

### Unit-III: Understanding Developmental Processes

Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erik Erikson

### Unit-IV: Applications of Psychology

Work, Health, Education, Daily Life Events

## TEXT BOOKS

Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Michael, W., Passer, Smith, R.E.(2007). Psychology The science of mind and Behavior. New Delhi: Tata McGraw-Hill.

## REFERENCE BOOKS

Chaddha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.

Feldman. S.R. (2009).Essentials of understanding psychology (7<sup>th</sup>Edition), New Delhi: Tata McGraw Hill.

Psychology for Health and Well-Being	
Course Code: 23GEPY 201	Continuous Evaluation :40
Credits: 4	End Semester Examination :60
L T P : 3 1 0	
Prerequisite: NIL	

### COURSE OBJECTIVES

1. To assist students learn identify and define the psychological factors related to health and well-being
2. To classify the spectrum of health and illness for better health management.
3. To apply various health managing behavior that would enhance the physical and mental health of the students
4. To make students identify their strengths and use them as away to deal with their daily life problems

### COURSE LEARNING OUTCOMES

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

To introduce health psychology as a broader field of enquiry that examines biomedical, social and cultural conceptualizations of health, illness and well-being.

To facilitate a detailed study of health interventions, health promoting and health compromising behaviors

To examine the role of coping, social support, resilience and interventions in health, illness and well-being.

To analyse the present and future health challenges in the Indian context

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

COURSE OBJECTIVES(COs)	Course Learning Outcomes (CLOs)			
	CLO1	CLO2	CLO3	CLO4
CO1				
CO2				

CO3				
CO4				

## COURSE CONTENTS

### Unit-I: Illness, Health and Well being

Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health;  
Health and wellbeing

### Unit-II: Stress and Coping

Nature and sources of stress; Effects of stress on physical and mental health; Coping and  
Stress management

### Unit-III: Health Management

Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health  
Protective behaviours, Illness Management

### Unit-IV: Human strengths and life enhancement

Classification of human strengths and virtues; cultivating inner strengths: Hope and  
optimism; gainful Employment and Me/We Balance

## TEXT BOOKS

Baum, Andrew; Ravenson, Tracy A; Singer, Jerome (Eds.) (2012) Handbook of Health Psychology  
(2nd Edition) New York. Taylor and Francis

Taylor, Shelley E. (2009) Health Psychology. 6th Edition. New Delhi. Tata Mc Graw Hill

Snyder, C.R., & Lopez, S.J. (2009). Positive psychology: The scientific and practical explorations of  
human strengths. Thousand Oaks, CA: Sage

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

## REFERENCE BOOKS

Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.



Hick, (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press.

Car, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge

Sports Psychology	
Course Code: 23GEPY301	Continuous Evaluation :40
Credits:4	End Semester Examination ;60
L T P:3 1 0	
Prerequisite: NIL	

#### COURSE OBJECTIVES: (COs)

The objective of this course is to make the students learn:

The concept of Sports Psychology, its nature, application in India

Theories of Stress and Anxiety and its application in the sports field

Models and various psychological dimensions to motivate the sports person to not to loose the track of the sports .

To equip with psychological dimensions in sports.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Application of Stress theories in the sports field set up.

Articulating the implications and application of motivation and personality in sports.

Implementation of the importance of the three models in changing behavior

Demonstrating the various Psychological dimensions in sports to achieve specific goals.

#### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				

CO3				
CO4				

## COURSE CONTENT

### UNIT I

Introduction to sports psychology Definition, meaning and scope of Sports Psychology , relevance of Psychology in Sports , Nature and Scope of Sports Psychology in India

### UNIT II

The role of stress, arousal, anxiety and attention in the performance of individual and team sports .  
Stress and the causes of Stress in Sports, Difference between Stress and anger

### UNIT III

Cognitive and social psychological dimensions of individual & team sports skills and performance, personality profiles of successful sports persons.

### UNIT IV

Training/Coaching techniques, cognitive and behavioral interventions, the role of Sports Psychologists, Approaches and Bases of Pain and Injury in Sports Pain management, Psychological Dimensions in Sports Person

#### Text Books

Jarvis,M (2018).Sport Psychology .Routledge Publication :Open University Press. 3.

Sejwal,S.M. (2011):Sports Psychology. Pacific Publication.

Thatcher (2012):Sports andExercise

#### Reference Books

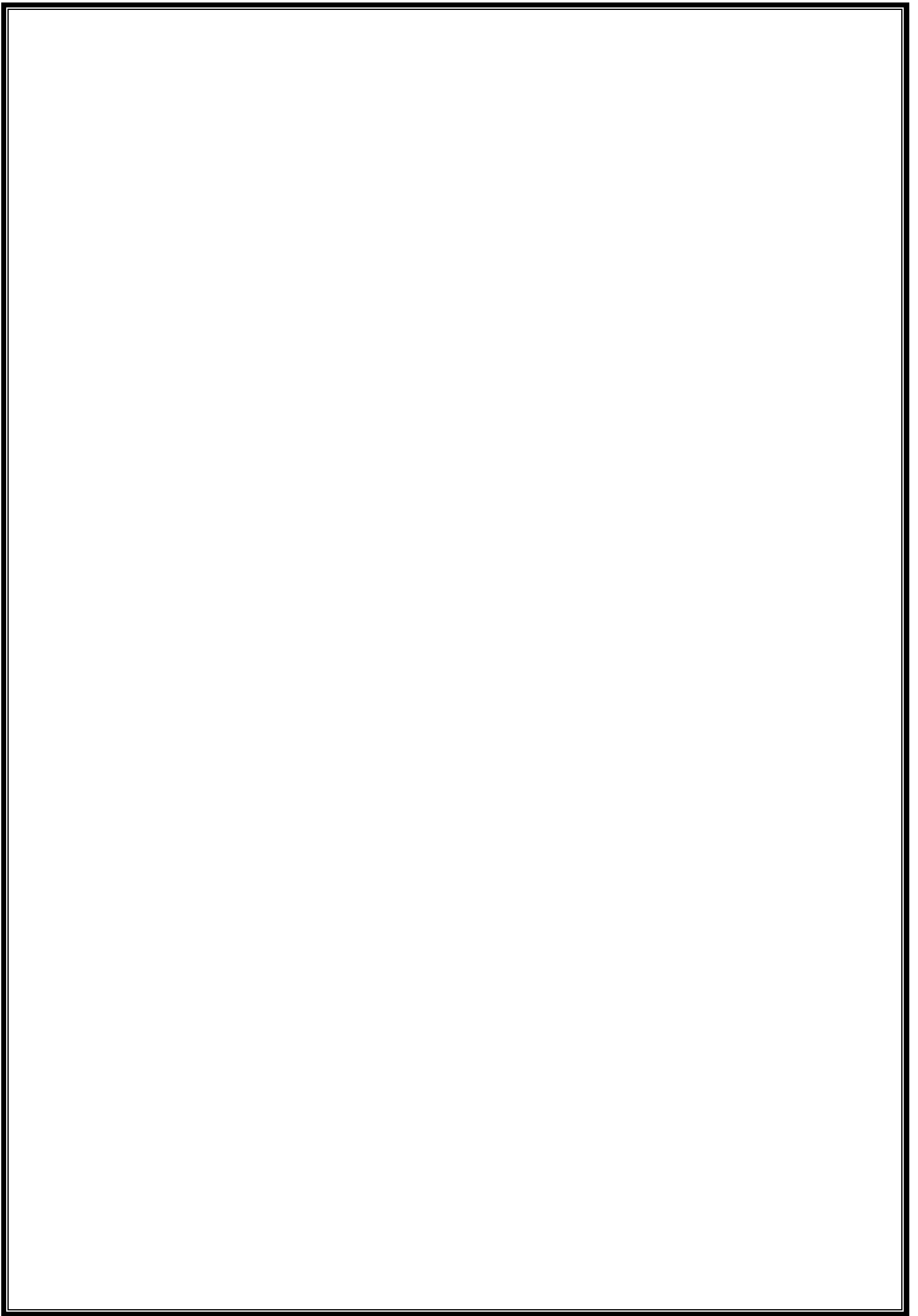
Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson 2.

Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham: Open University Press. 3.

Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Mind and Behaviour.McGraw-Hill Education.UK 4.

Weinberg, R. S., & Gould, D. (1995). Foundations of sport and exercise psychology (Vol. 4).

Champaign, IL: Human Kineti



Youth, Gender and Identity	
Course Code: 23GEPY401	Continuous Evaluation :40
Credits: 4	End Semester Examination :60
L T P : 3 1 0	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

To introduce students to the basic concepts of the field of psychology with an emphasis on issues related to Youth

To make the students learn about different genders and their issues

To establish an understanding about the development of identity.

To understand various methods of how psychology can reduce conflicts in youngsters' mind.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Describe the basic concepts and issues related to youth.

Foster an applied perspective by engaging students in a discussion about the applications of various concepts related to gender identity and issues.

Memorize solid concept of identity and its impact on an individual.

Explain different ways in which issues related to youth can be resolved.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				

CO4				
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## COURSE CONTENTS

### Unit-I: Introduction

Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context; Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes; Concepts of Identity: Multiple identities

### Unit-II: Youth and Identity

Family: Parent-youth conflict, sibling relationships, intergenerational gap; Peer group identity: Friendships and Romantic relationships; Workplace identity and relationships; Youth culture: Influence of globalization on Youth identity and Identity crisis

### Unit-III: Gender and Identity

Issues of Sexuality in Youth; Gender Sensitization, Gender discrimination, Good touch-Bad touch; Culture and Gender: Influence of globalization on Gender identity; Sex Education

### Unit-IV: Issues related to Youth, Gender and Identity

Youth, Gender and violence; Enhancing work-life balance; Changing roles and women empowerment; Encouraging non-gender stereotyped attitudes in youth

## TEXT BOOKS

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.

## REFERENCE BOOKS

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.

Ashton, M.C. (2017). *Individual Differences and Personality* (3rd Edition). Academic

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## EDUCATIONAL PSYCHOLOGY

23MINOR 502 EDUCATIONAL PSYCHOLOGY	
Course Code: 23GEPY502	Continuous Evaluation :40
Credits: 4	End Semester Examination :60
L T P : 3 1 0	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

To learn the concepts of education in different domains.

To equip the role of psychology in education.

To make them understand the theories of educational psychology.

To develop the understanding of factors contributing in the learning process.

### COURSE LEARNING OUTCOMES (CLOs)

After this, the students should be able to:

Understand the meaning and process of education at individual and social plains

Understand the applications of psychology in the area of education.

Know the theoretical perspectives of educational psychology

Develop insight into the facilitator of learning such as intelligence, emotion, imagination and creativity

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

### Unit 1:



Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology;  
Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social  
Learning, Cognitive & Humanistic Perspectives, Constructivism

Unit 2:

Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness  
for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural  
Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

Unit 3:

Effective Teaching and Classroom Management: Characteristics of Effective Teachers; Teaching  
Methods & Issues related to Technological Advances; Classroom Management

Unit 4:

Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling  
and its educational implications; Responsibilities of Teachers towards learners with Special Needs

Readings:

Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw  
Hill Publishers, New Delhi.

Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.

Slavin, R. (2008). *Educational psychology: Theory into practice*, (9th ed.). Boston: Allyn and Bacon.

Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.

Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

Stress Management	
Course Code: 23GEPY601	Continuous Evaluation :40
Credits: 4	End Semester Examination :60
L T P : 3 1 0	
Prerequisite: NIL	

## STRESS MANAGEMENT

Learning Objectives: The students will be able

To learn the meaning and effects of stress on health.

To learn the symptoms and various source of stress.

To acquire the knowledge of coping skills.

To associate the different coping techniques to manage stress.

Learning Outcomes:

After this, the students should be able to:

Understand the effect of stress on our physical as well as psychological health

Get awareness about the symptoms and sources of stress

Make adjustments and manage to cope with stress more effectively

Applying the knowledge for the well-being of society personally and professionally.

## MAPPING THE COURSE OBJECTIVES WITH COURSE LEARNING OUTCOMES

COURSE OBJECTIVES(COs)	Course Learning Outcomes (CLOs)			
	CLO1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Unit 1:

Stress: Introduction, Nature of stress, symptoms of stress- Physical and psychological

Unit 2:

Various sources of stress: environmental, social, physiological and psychological

Unit 3:

Stress and health: effects of stress on health, eustress ,models of stress.

Unit 4:

Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches.

Readings:

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK:

Routledge. DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson

Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

## MDC-COURSES

Humanities Students	Mathematics	MDC-1	Basic Mathematics, Statistics & Computer Applications	2	0	2	3
	Chemistry	MDC-2	Chemistry & Society	2	0	2	3
	Physics		The Physics of Life: The Evolution of Everything	3	0	0	3
	Biotechnology		System Biology	2	0	2	3
	Environmental Science		Environmental Geosciences & Disaster Management	3	0	0	3
	Mgt & Commerce	MDC-3	Principles of Management & Organization Behavior	3	0	0	3
	Mgt & Commerce		Fundamental of Accounting & Finance	3	0	0	3
	Mgt & Commerce		Financial Institutions & Banking System in India	3	0	0	3
	Law	MDC-4	IPR in Business	3	0	0	3
	Library & Information Sc.	MDC-5	Library Information Science & Media Literacy	3	0	0	3
	Hotel Management		Interior Decoration	3	0	0	3

Humanities &	EEE	MDC-7	Renewable Energy Sources	3	0	0	3
	ME		Computer-Aided Design and	2	0	2	3

Science Students			Manufacturing				
	EEE		Hybrid Electric Vehicle	3	0	0	3
	ECE		Electronic Devices and Circuits	3	0	0	3
	ECE		Introduction to Robotics	3	0	0	3
	CSE		Cyber Security	3	0	0	3

MDC –Multi Disciplinary Course in Semester I,II & III

MDC 1: PSYCHOLOGY AND EMOTIONAL INTELLIGENCE

Department of Psychology			
Programme: B.A. (H) Psychology			
Year/Semester	I Year /Semester	Course Category	23MDC-303
Course Code	23MDC303	Course Title	Psychology and Emotional Intelligence
Continuous Evaluation: 40		End Semester Examination: 60	
Prerequisite:		L T P : 3 0 0	Credits:3

#### COURSE OBJECTIVES COs

The Course is designed with the following objectives to:

Learn the concepts of emotional intelligence and learn ways of developing it.

Identify the different models of Emotional Intelligence

View the expressions of perceiving emotions.

Find the different techniques of emotional intelligence

### COURSE LEARNING OUTCOMES CLOs :

After this, the students should be able to:

Classify the concepts of emotional intelligence and learn ways of developing it.

Demonstrate different models of Emotional Intelligence

Recognize the expressions of perceiving emotions.

Apply different techniques of emotional intelligence in different domains of life.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

#### Unit 1:

Introduction: Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

### Unit 2:

Knowing One's And Others' Emotions: Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others

### Unit 3:

Managing Emotions: The relationship between emotions, thought and behaviour; Techniques to manage emotions

### Unit 4:

Applications: Workplace; Relationships; Conflict Management; Effective Leadership

### Readings:

Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.

Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.

Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books. Singh, D. (2003). Emotional intelligence at work (2 nded.) New Delhi: Response Books.

Department of Mathematics			
Multi-Disciplinary Course (MDC)			
Year/Semester	1 <sup>st</sup> Year/1 <sup>st</sup> Semester	Course Category	Multidisciplinary Course
Course Code		Course Title	Mathematics, Statistics & Computer Applications
Continuous Evaluation: 40		End Semester Examination:60	
Prerequisite: Basic Mathematics		L T P : 2 0 2	Credits: 3

Course Objectives (CO) - The Course is designed with the following objectives:

1. To introduce the basics concept of set theory
2. To learn about matrices
3. To equip the students with measures of central tendency and dispersion
4. To learn about correlation and regression analysis

Course Learning Outcomes (CLO) – The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

1. Understand the basics of set theory
2. Understand the uses of matrices
3. Understand the concept of measures of central tendency and measures of dispersion
4. Understand the basics of correlation and regression

Mapping Matrix between Course Objectives and Course Learning Outcomes:

CLO CO	CL 1	CL 2	CL 3	CL 4
CO 1	✓			
CO 2		✓		
CO 3			✓	
CO4				✓



## COURSE CONTENTS:

### Unit-I: Set Theory

Set theory and simple applications of Venn Diagram, relations, functions, indices, logarithms, permutations, and combinations. Examples on commercial mathematics.

### Unit -II: Matrices

Definition of a matrix; types of matrices; algebra of matrices. Properties of determinants; calculations of values of determinants up to third order; Adjoint of a matrix, elementary row, and column operations; solution of a system of linear equations having unique solution and involving not more than three variables. Examples on commercial mathematics

### Unit -III: Univariate Data Analysis

Measures of Central Tendency- mathematical and positional. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, Skewness and Kurtosis.

### Unit-IV: Bivariate Data Analysis

Bivariate Data, Scatter plot, Correlation, Karl Pearson's correlation coefficient, Rank correlation – Spearman's and Kendall's measures. Concept of errors, Principle of least squares, fitting of polynomial and exponential curves. Simple linear regression and its properties. Fitting of linear regression line and coefficient of determination

### Practical/Lab Work to be performed in Computer Lab

The practical will be taught using Excel software and/or using some open software like R. Students are encouraged to use resources available.

Simple examples using any software

Set theory, permutations, and combinations

Matrices –Algebra of matrices

Practical based on measures of central tendency.

Practical based on measures of dispersion.

Practical based on combined mean and variance and coefficient of variation.

Practical based on moments, skewness, and kurtosis.

Fitting of polynomials, exponential curves.

Karl Pearson correlation coefficient.

Correlation coefficient for a bivariate frequency distribution.

Lines of regression, angle between lines and estimated values of variables.

### Reference Books

Theory of Matrices - B S Vatsa, New Age International Publishers, 2010.

Goon A.M., Gupta M.K. and Dasgupta B. Fundamentals of Statistics, Vol. I & II, 8th Edn. The World Press, Kolkata, 2002

Fundamental of Mathematical Statistics by S.C. Gupta and V.K Kapoor, Saurabh Jain 2017

Hogg, R. V. McKean J. W. and Craig, A. T. (2012), Introduction to Mathematical Statistics, Pearson

7<sup>th</sup> Edition R for beginners by Emmanuel Paradis (Freely available) at

[https://cran.rproject.org/doc/contrib/Paradisrdebut\\_en.pdf](https://cran.rproject.org/doc/contrib/Paradisrdebut_en.pdf)

Department of Chemistry			
Programme			
Year/Semester	1 <sup>st</sup> Year/2 <sup>nd</sup> Semester	Course Category	MDC
Course Code		Course Title	Chemistry and Society
Continuous Evaluation : 40		End Semester Examination :60	
Prerequisite: Nil		L T P : 2 0 2	Credits: 3

Course Objectives (CO) - The course is designed to expand the literacy of chemistry among the non-chemistry student with the following objectives:

To know basic fundamental of chemistry and medicinal importance

To understand the role of chemistry in our heritage.

To grasp the significance of the role of Chemicals in Pollution and toxicity.

To analyse the current scenario and future requirement in Chemistry

Course Learning Outcomes (CLO) – The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

Increase the literacy of chemistry even in non-science students

Analyze the basic concept of general Chemistry.

Apply the principle and application of Chemistry in everyday Life.

Integrate the importance of chemistry and future requirement

Mapping Matrix between Course Objectives and Course Learning Outcomes:

CLO CO	CLO 1	CLO 2	CLO 3	CLO 4
CO 1	✓			
CO 2		✓		
CO 3			✓	
CO4				✓

#### COURSE CONTENTS:

##### Unit 1: Basic of chemistry and Chemistry in Life

Periodic table, Atom and molecules, chemical bonding, properties and chemical reactions with simple examples and illustration. Edible and non- edible molecules, biochemistry of foods and medicine with examples: Aspirin, Paracetamol. Ibuprofen and Penicillin, Cephalosporin, Chemistry for industry: Artificial sweeteners, Soaps and detergents and cosmetics, Polymer and Plastics: Uses and environmental issues.

##### Unit 2: Chemistry in Heritage

Extraction and uses of metals like iron and stone in ancient times, metals in ornaments, medicines, weapons and chemistry for preservatives, basics of preservation and few examples of preservatives.

##### Unit 3: Chemical pollution and Toxicity

Chemical source of water, air and soil pollution, bio magnification and metal toxicity with example and illustrations. Monitoring of air pollution.

##### Unit 4: Future of Chemistry

Basics of green chemistry, Reuse and recycling of by-products, zero waste chemistry and Alternate fuel and energy providing chemicals: biodiesel, natural gas and hydrogen.

#### Practical/Hands-on Training:

Determine the calcium and magnesium contents in water samples using EDTA methods.

2. Determine the organic contents and pH of soil sample.

3. Estimate the food adulterants in edible items

4. Demonstrate the conversion of PET into bottle into value added products.

5. Demonstrate the exothermic and endothermic reaction in laboratory

6. Compare the fuel efficiency of biodiesel and petrol.
7. Demonstrate the biodegradability of natural and synthetic plastics.
8. Demonstrate the protection of rusting of iron after surface spray coating.
9. Estimate the protein contents in edible samples using chemical methods.
10. Small working project on heritage chemistry like bio compatibility of metals and medicinal importance of metals like iron, gold and silver.

#### RECOMMENDED TEXT BOOKS:

1. Concise Inorganic Chemistry, J D Lee, Wiley India Pvt. Ltd.
2. Industrial chemistry, B K Sharma, Goel Publishing House, India

#### REFERENCE BOOKS:

3. Analytical chemistry, Gary D. Christian, Purnendu K. Dasgupta, Kevin A. Schug, Wiley
4. A text book of Environmental chemistry, V. Subramanian, Wiley

Department of Physics			
Programme			
Year/Semester	1 <sup>st</sup> Year/1 <sup>st</sup> Semester	Course Category	Multidisciplinary Course
Course Code		Course Title	The Physics of Life: The evolution of everything.
Continuous Evaluation: 40		End Semester Examination:60	
Prerequisite: Nil		L T P : 3 0 0	Credits: 3

Course Objectives (CO) - The Course is designed with the following objectives:

1. To discuss the histories and lives of many of the Giants of Physics.
2. To grasp the understanding of Newtonian as well as non-Newtonian Physics.

3. To know the role of science on social movements and wars.
4. To develop an overview of the development of modern science, with particular emphasis on science in the twentieth century.

Course Learning Outcomes (CLO) – The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

1. Explain the histories and lives of Physics Giants.
2. Apply Newtonian and non-Newtonian Physics
3. Analyze the role of science on social movements.
4. Integrate the development of modern science.

Mapping Matrix between Course Objectives and Course Learning Outcomes:

	CO1	CO2	CO3	CO4
CLO1	●			
CLO2		●		
CLO3			●	
CLO4				●

#### COURSE CONTENTS:

##### UNIT-1: The evolution of Life

Our world evolves from the bottom-up, Biology, Cities and language all emerge in the same way the evolution of mortality and religion, Darwin's theory of evolution became the best argument against creationism, the origin of Darwinism, the scientific debate on Darwinism, Religion and moral problems, Styles of Thought in Science and Culture, A brief history of Physics and religion,

##### UNIT-2: Evolution of Universe.

Ideas about the Universe, the expanding Universe, the Big Bang or Steady State, Beyond the Big

Bang, Black holes, the origin and fate of the universe, the direction of time, the theory of everything.

#### Unit -3: The Physics of Everyday life

Transportation – walking, skating, bicycle, bumper cars, hybrid automobiles, rockets and space travel. Weather and Climate – state of atmosphere, temperature, atmospheric pressure, thunderstorms and tornadoes, climate change.

#### Unit -4: How Things work

Domestic electric circuits, wind power, solar power, heat engines, refrigerators and air conditioners, household magnets, magnets in computers, microwave ovens, Lasers and LEDs, nuclear reactions – energy source of the sun

#### RECOMMENDED TEXT BOOKS:

1. Adrian Bejan, The Physics of Life: The evolution of everything, St. Martin's Press, ISBN: 978-1-250-07882-7
2. Stephen W. Hawking, The theory of Everything, Jaico Publishing House, ISBN: 9788179925911.
3. Bowler, Peter J. and Iwan Rhys Morus (2005), Making Modern Science: a Historical Survey. Chicago: University of Chicago Press

#### REFERENCE BOOKS:

1. Ken Wilber, A Brief history of Everything, 20th Anniversary edition, Shambala Boulder, 2017, ISBN: 978-1-57062-740-8.
2. Matt Ridley, The evolution of everything, How New ideas emerge, ISBN-10 :0062296000
3. A brief history of physics and religion, Cartlidge Edwin 1999 Phys. World 12 (12) 69.
4. Stefan Hawking, A brief history of the time, Bantam books paperback, New York, ISBN 978-0-55389692-3

Department of Environmental Sciences			
Program: UG program			
Year/Semester	1 <sup>s</sup> Year/I or II	Course Category	MDC
Course Code		Course Title	Environmental Geoscience & Disaster Management
Continuous Evaluation: 40		End Semester Examination: 60	
Prerequisite: Nil		L T P : 3 0 0	Credits: 3

**COURSE OBJECTIVES (COs):** The Course is designed with the following objectives:

To provide fundamental knowledge of earth origin and earth Processes.

Educate the students about the types of rocks & geological resources.

To understand the Disaster and Disaster management.

Role of Geospatial technology in geological resources and Disaster management.

**COURSE LEARNING OUTCOMES (CLOs)**

The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

Able to explain the origin and Internal structure of earth.

Analyse the Geological resources and geochemistry of minerals.

Collect a comprehensive understanding of disaster management.

Evaluate the role of technology in disaster management.

**MAPPING MATRIX OF COURSE OBJECTIVES (COs) & COURSE LEARNING OUTCOMES (CLOs)**

	COURSE LEARNING OUTCOMES (CLOs)			
COURSE OBJECTIVES (COs)	CLO1	CLO2	CLO3	CLO4
CO1	√			

CO2		√		
CO3			√	
CO4				√

## COURSE CONTENTS

### Unit-1

#### Origin of the Earth:

Theories and hypothesis of the origin of earth- Oparin-Haldane hypothesis, Big bang theory, the material basis of life, geological time scale, evolution of earth's atmosphere and life through the geological time scale.

### Unit-2

#### Internal Structure of the Earth:

Internal Structure of Earth, differentiation of the earth into core, mantle, crust. Formation of core, mantle, crust, atmosphere, hydrosphere, and biosphere. Convection in Earth's core and production of its magnetic field. Geothermal gradient and internal heat of the Earth.

Earthquake and earthquake belts: seismic waves and internal constitution of the Earth.

Volcanoes and volcanism, distribution of volcanoes.

### Unit-3

#### Fundamentals of Earth process

Concepts Rocks, Formation of rocks, types of rock (Igneous rock, Metamorphic Rocks, and Sedimentary rocks), Continental drift theory, Plate tectonic, sea floor spreading. Basic concepts of weathering, erosion, and deposition of earth materials by water wind and glaciers.

### Unit-4

#### Geological Resources and Exploration:

Fundamentals of geological resources, their formation, reserves in minerals, coal, oil, gas geological constraints in their availability and use; environmental consequences of their exploitation to air, water, soil, climate, and life. Distribution of minerals in India.

### Unit-5



### Disaster Management:

Disaster introduction- disaster management, capability vulnerability, risk, preparedness and mitigation. Disaster management cycle. Hazard zonation and mapping- risk reduction measures. Landslide, Earthquake, Tsunami, Flood, Minamata Disaster, Bhopal Gas Disaster, 1984, Chernobyl Disaster, 1986, Fukushima Daiichi nuclear disaster, 2011. Role of geo-spatial technology in surveillance, monitoring, risk assessment, and disaster management Sendai Framework for Disaster Risk Reduction.

### RECOMMENDED TEXTBOOKS:

Mukherjee, S. (2004). Text Book of Environmental remote Sensing. Published by Macmillan India Limited New Delhi ISBN: 1403922357.

Keller, E.A. (1996). Introduction to Environmental Geology. Prentice Hall, Upper Saddle River, New Jersey.

Disaster management by R. Subramanian, Vikash Publishing house, ISBN 9352718704

### REFERENCE BOOKS

Keller, E.A. (1996). Introduction to Environmental Geology. Prentice Hall, Upper Saddle River, New Jersey.

J.R Jensen, Remote Sensing of the Environment: An Earth Resource Perspective, 2012

Principals of Management & Organizational Behaviour	
Course Code:	Continuous Evaluation: 40 Marks
Credits: 3	End Semester Examination: 60 Marks
Prerequisite: NIL	Course Category: Multidisciplinary

### COURSE OBJECTIVES

To understand the functions and responsibilities of managers.

To acquaint the students with the fundamentals of managing business.

To understand individual and group behaviour at work place so as to improve the effectiveness of an organization.

To analyse human behaviour in the organization setting in order to manage it in accordance to the intentions.

### COURSE LEARNING OUTCOMES

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Demonstrate the roles, skills and functions of management.

Analyse the causes and consequences of applying different business strategies.

Analyse and compare individual behaviour related to motivation and rewards.

Identify group behaviour, leadership styles and the role of leaders in a decision making process.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CO 1				
CO 2				
CO 3				
CO 4				

### COURSE CONTENTS

Unit 1: Introduction to the management

Management Concept, Nature, Process and significance, levels of management, managerial skills, functions of management, management and administration, evolution of management, Role of management and insights from Indian practices and ethos.

## Unit 2: Functions of the management

Planning: Types of Plans & The planning process; Organizing: Common organisational structures; Staffing: features and necessity; Leading: types of leaders; Controlling: functions and types

## Unit 3: Introduction to Organizational Behaviour

Meaning, importance and scope of OB; abilities: meaning and forms, attitudes: framework, work related attitudes, personality: types, assessment, perception: process, factors influencing perception, perceptual errors

## Unit 4: Foundation of Group Behaviour

Defining and classifying groups; need to join groups, stages of group development; group dynamics: group properties as roles, norms and size; group decision making techniques, conflict management

## TEXT BOOKS

Stephen Robbins, Organizational Behavior, 16<sup>th</sup> edition (2012), Pearson Education.

K. Aswathappa, Organizational Behaviour, 13<sup>th</sup> edition (2016), Himalaya Publishing House.

Fred Luthans, Organizational Behavior, 14<sup>th</sup> edition (2017), McGraw-Hill.

## SUGGESTED READINGS

Gregory Moorhead & Ricky W. Griffin, Organizational Behaviour, 11th edition (2009), Jaico Publication.

Tripathy PC and Reddy PN, Principles of Management, 6<sup>th</sup> edition (2011), McGraw-Hill.

Fundamentals of Accounting and Finance	
Course Code:	Continuous Evaluation: 40 Marks
Credits: 3	End Semester Examination: 60 Marks
L T P : 3 0 0	Course Type: Multidisciplinary Course

### COURSE OBJECTIVES

To help the students gain understanding of the basic accounting skills

The students will be able to acquire technical knowledge of the financial accounting formats.

The students will be able to acquire skills of a finance manager

To acquire conceptual knowledge of the financial statement for analysis.

### COURSE LEARNING OUTCOMES

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Understand the concepts related to financial accounting.

Understand and apply a theoretical basis upon which they will develop their knowledge in other areas of Accounting.

Understand the basic concept of Financial management and role of finance manager

Understand the specific format and formulae for analysis of financial statement.

### MAPPING COURSE OBJECTIVES & COURSE LEARNING OUTCOMES

CO / CLO	01	02	03	04
01	X			
02		X		
03			X	
04				X

### Unit I

Accounting as an information system, the users of financial accounting information and their needs.

Functions, advantages and limitations of accounting. The nature of financial accounting principles –

Basic concepts and conventions: entity, money measurement, going concern, cost, realization,

accruals, periodicity, consistency, prudence (conservatism), materiality and full disclosures. Basics

of Journal entry and ledger posting

## Unit-II

Accounting Process: From recording of a business transaction to preparation of Trial balance, Knowledge of Final Account, Format and content of Profit & Loss Account, Basics of Balance sheet with format.

## Unit III

Finance : meaning, need of finance, role of a finance manager, difference between accounting and finance, sources of finance, Financial Decisions- Investment Decision, Financing Decision, Dividend Decision

## Unit IV

Basic knowledge of financial statement analysis, Common size statement, Comparative statement, Ratio Analysis: Current Ratio, leverage ratio, profitability ratio, solvency ratio.  
Basic knowledge of Fund flow and cash flow statement with format

## REFERENCE BOOKS

Maheshwari, S.N.: -Financial Accounting, Sultan Chand, New Delhi

M.C. Shukla, T.S. Grewal, and S.C. Gupta, Advanced Accountancy; S Chand & Sons

Prasanna Chandra, Fundamentals of Financial Management. McGraw Hill Education

Financial Institutions and Banking System in India	
Course Code:	Continuous Evaluation:40 Marks
Credits:3	End Semester Examination: 60Marks

Prerequisite: NIL

Course Category: Multidisciplinary

### COURSE OBJECTIVES (CO)

To understand the basic concept of Indian Financial System and Markets.

To understand the structure and functions of banking institutions and regulatory authorities.

To make understanding of Financial and Banking Institutions in Indian Financial System

To understand the functions of Statuary Agencies i.e. RBI, SEBI etc.

To learn the NBFCs and Financial Services in Indian Financial System

### COURSE LEARNING OUTCOMES (CLO)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

Apply knowledge of Indian Financial System and Markets.

Understand structure and functions of banking institutions and statutory bodies.

Apply knowledge of financial and banking institutions in Indian financial system.

Understand the regulatory institutions functions: RBI

Understand the functioning of NBFCs and its working and types.

### MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes(CLOs)			
	CLO1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

### COURSE CONTENTS

## Unit I

Financial Institutions: Commercial banking – introduction, classification, its role in financing, Nature and role of financial institutions, Non -banking financial companies (NBFCs). Coverage: Concept/Overview and Classification/Types of NBFCs. Financial Inclusion - Coverage: Concept and the recent trends

## Unit II

Reserve Bank of India – Functions, Control of Credit by RBI, Power of RBI. Development financial institutions – IDBI, IFCI, SFCs, UTI and SIDBI

## Unit III

Banking meaning and definition, features of banks, classifications of banks. Recent trends in banking: - ATM, internet banking, mobile banking and core banking.

## Unit IV

Indian banking system – Unit banking, branch banking, chain banking, pure banking, universal banking, retail banking, wholesale banking and private banking.

## Text Books

Taxmann: banking theory and practices

Varshney, P.N.: banking law and practices, Himalaya Publications, New Delhi

Bezborah P. & Singh Ranjit: Indian Financial system, kalyani Publishers.

## REFERENCE BOOKS

M. Y. Khan - Indian financial System, Tata McGraw Hill

L.M. Bhole - Financial institutions & markets, Tata McGraw Hill.

P.N. Varshney & D.K., Mittal - India Financial Systems, Sultan Chand & Sons.

Shashi K. Gupta, Nisha Aggarwal, Neeti Gupta - Indian Financial System, Kalyani Publishers.

Gordan & K. Natarajan - Financial Markets & Services, Himalaya Publishing House.

DEPARTMENT OF LAW			
Programme: Undergraduate Program			
Year/Semester		Course Category	Multidisciplinary Course (MDC)
Course Code	23MDC	Course Title	IPR for Business
Continuous Evaluation: 40		End Semester Examination: 60	
Prerequisite: Nil		L T P: 3 0 0	Credits: 3

#### COURSE OBJECTIVES:

The objective of this Multidisciplinary Course (MDC) is to familiarize the students with various types of IPR and its relevance to the businesses and their respective streams.

CO 1: To provide students with a basic understanding of various types of IPR and its relevance for business.

CO 2: To acquaint students with the strategies and management techniques associated with intellectual property assets, and the legal considerations and challenges involved.

CO 3: To familiarize the students with the challenges and legal considerations related to intellectual property disputes.

CO 4 To develop skills related to management of intellectual property in business.

#### COURSE LEARNING OUTCOMES

At the end of this course, the students would be able to:



CLO1: Define and discuss about the various types of IPR and its relevance for business

CLO2: Discuss the adjudicating bodies and mechanisms under each of these IPRs

CLO3: Analyze and resolve business disputes relating to IPR

CLO4: Apply the learning to the real-life situations in business

#### MAPPING COURSE OBJECTIVES (COs) & COURSE LEARNING OUTCOMES (CLOs)

	COURSE LEARNING OUTCOMES (CLOs)			
COURSE OBJECTIVES (COs)	CLO1	CLO2	CLO3	CLO4
CO1	√			
CO2		√		
CO3			√	
CO4				√

#### COURSE CONTENT

##### UNIT 1

##### INTRODUCTION TO INTELLECTUAL PROPERTY AND BUSINESS

Concept of IPR in business and its types

International Context - Introduction to the leading International Instruments concerning Intellectual Property Rights: the Berne Convention, Universal Copyright Convention, The Paris Convention, Patent Co-operation Treaty, TRIPS, The World Intellectual Property Organization (WIPO), World Trade Organization (WTO) and the UNESCO

Innovation as a Business Strategy and relevance of protecting the ideas legally

National IPR Policy

##### UNIT 2

##### COPYRIGHT

Concept of Copyright and importance for businesses

Media business – protecting performer's rights

Performers' and Broadcasters' Rights Law

Assignment, Transmission, Licensing of Copyrights

Infringement of Copyrights and remedies

### UNIT 3

#### TRADEMARKS

Trademark – value of and relevance for businesses

Protecting brand value- acquiring trademark nationally and internationally

Trade mark disputes – case studies

### UNIT 4

#### PATENTS

Protecting innovation – acquiring patents nationally and internationally

Product and process patents

Assigning patents and its commercialization

Patent Disputes

### UNIT 5

#### INDUSTRIAL PROPERTIES

Industrial designs – protection - Procedure for Registration of Designs • Copyright under Design

Semiconductor Integrated Circuits Layout-Designs

Plant varieties – commercialization - Monsanto cases

Geographical Indications

Biotechnology and IPR

### UNIT 6

#### REGISTRATION AND ENFORCEMENT MECHANISMS

Registration authorities of various IPRs

IP Management and assertion of rights through declarations – use of copyright, trademark signs

IP Litigation – Approach of courts – landmark cases

#### TEXT BOOKS:

WIPO DL-101 General Course on Intellectual Property (online)

Elizabeth Verkey and Jithin Saji Issac, *Intellectual Property*, Eastern Book Company 2021

Anurag K. Agarwal, *Business and Intellectual Property: Protect your Ideas*, IIM Ahmedabad.

Random House India (2016)

*Handbook on IP Commercialisation - Strategies for Managing IPRs and Maximising Value* Jakarta:

ASEAN Secretariat, November 2019

#### REFERENCES BOOKS:

ICSI Study Material, Intellectual Property Rights: Law and Practice, A. Ramaiya, Guide to the Companies Act, LexisNexis, 19th Ed. 2020 (in 6 volumes)

WIPO, *Enterprising Ideas A Guide to Intellectual Property for Startups*, 2023

Manuals published by Office of the Controller General of Patents, Designs & Trade (CGPDTM), available at <https://ipindia.gov.in/>

Guide Books by WIPO –Intellectual Property for Business, available at <https://www.wipo.int/publications/en/series/index.jsp?id=181>

Department of Library & Information Science			
Programme			
Year/Semester		Course Category	MDC
Course Code		Course Title	Library Information Science & Media Literacy
Continuous Evaluation: 40		End Semester Examination:60	
Prerequisite: Nil		L T P : 3 0 0	Credits: 3

Course Objectives (CO) - The Course is designed with the following objectives:

CO-1:To know the library collection and their classifications.

CO-2: To discuss the library information services.

CO-3: To understand the importance of media

CO-4: To grasp the significance of motive of media

Course Learning Outcomes (CLO) – The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

CLO-1: Explain the library collection and their classifications.

CLO-2: Analyse the library information services.

CLO-3: Analyse the media roles.

CLO-4: Analyse the motive of media.

Mapping Matrix between Course Objectives and Course Learning Outcomes:

	CO-1	CO-2	CO-3	CO-4
CLO-1	√			
CLO-2		√		
CLO-3			√	
CLO-4				√

#### COURSE CONTENTS:

##### UNIT-1: Library Collection

Type of Information Sources : Primary, Secondary and Tertiary

Reference Collection: Type of reference sources

Indexing and Abstracting Journals

Multimedia Collection

Arrangement of Information Sources : Classification

##### UNIT-2: Information Services

Bibliography: Type of Bibliography

Reviews Literature

Citation Style

Citation Analysis: Web of Science and Scopus

Online Databases : Structure and Retrieval

### UNIT-3: Media Literacy

Introduction to Media Literacy

Type of media: Traditional versus social media

Bias in media

### UNIT-4: Motive of Media

Media tycoons and conditions in which media works

Research and Publication ethics

### Recommended Books:

Richard E. Rubin & Rachel G. Rubin ,Foundations of Library and Information Science, 5<sup>th</sup> Edition.

ISBN-9781783304776, Facet Publication, UK

<https://en.unesco.org/themes/media-and-information-literacy/resources>

Interior Decoration Course is offered as an MDC Course to the students studying in the 1<sup>st</sup> Semester of Four Year UG Programmes offered by various Faculty and Departments except Department of Hotel Management

Interior Decoration	
Course Code: 23MDCXXX	Continuous Evaluation: 40 Marks
Credits: 3	End Semester Examination: 60 Marks
L T P: 3 0 0	Course Title: Interior Decoration
Prerequisite: NIL	

Course Objectives: -

CO 1: To explain and introduce to basics of Interior design and décor.

CO 2: To explain and inform about elements and principles of design.

CO 3: To explain the Importance of window and lightings in enhancing décor of the interiors.

CO 4: To introduce and explain about the use of furniture and accessories in Interior décor and design.

CO 5: To explain the use of different wall and floor finishes in enhancing the décor and design.

Course Outcomes: -

CLO 1: At the end of the first unit students would be able to understand the basics of Interior design and décor.

CLO 2: At the end of the Second unit students would be able to utilize elements and principles

of design in décor enhancement.

CLO 3: At the end of the third unit students would be able to understand the Importance of window and lightings in enhancing décor of the interiors.

CLO 4: At the end of the fourth unit students would be able to explain and use furniture and accessories in Interior décor and design.

CLO 5: At the end of the fifth unit students would be able to use different wall and floor finishes in enhancing the décor and design

#### MAPPING MATRIX OF COURSE OBJECTIVES (COs') AND COURSE LEARNING OUTCOMES (CLOs)

CLO CO	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
CO 1					
CO 2					
CO 3					
CO 4					
CO 5					

#### COURSE CONTENTS

##### Unit-1

INTRODUCTION TO INTERIOR DESIGN AND DÉCOR: Beauty, Expensiveness, Functionalism, Common terms used in décor

##### Unit - 2

ELEMENTS AND PRINCIPLES OF DESIGN: Line, form, texture and colour (basic elements), The concept of light, space and pattern as elements, Colour Associations, Understanding colour, The colour wheel, Properties of colour –Warm /Cool, Advancing/Receding, Heavy/Light, Earthy /Acid, Additive and Subtractive colour, Colour Perception, Physical and psychological effect of colour,

Colour Balance, Colour Emphasis, Colour Contrast, Effect of light on colour, Choice of colours, Planning a colour scheme of a room, Harmony, Balance, Scale and Proportion, Rhythm, Emphasis

### Unit- 3

WINDOW AND LIGHTINGS: The purpose of a window, Types of windows, The importance of suitable window treatments, Selecting fabrics for curtains (practical and visual), Curtain headings, Calculating fabric requirements, Types of window treatments. LIGHTINGS: Introduction to lighting Lighting, Levels- Lux and Lumen, Categories- Ambient, Task, Accent, Exterior and Emergency, The importance of a good lighting system, Artificial lighting -Tungsten, Fluorescent, Discharge, CFL, Halogen., Types of light distribution-direct, semi direct, indirect, diffused, Methods of lighting- architectural and non-architectural, Lighting in various areas of the hotels, Light fittings, Selection of lighting systems and energy check list

### Unit- 4:

FURNITURE AND ASSESSORIES: The functional aspect-furniture elements, structure, finish, upholstery, The decorative aspects- styles of furniture, Furniture items placed in the guestrooms, Standard sizes of furniture, Furniture arrangement—Guidelines. ACCESSORIES: Various types of accessories and their guidelines, Flower Arrangement as an accessory Indoor Plants as an accessory.

### Unit- 5:

#### WALL AND FLOOR FINISHES:

WALL FINISHES: Paint, Wallpaper, Fabric, Laminates Wood panelling, Ceramic Tiles, Glass, Textured.

FLOOR FINISHES: Ceramic, Marble Terrazzo, Granite, Concrete, Wood, Resilient (Vinyl, Asphalt, Rubber, Linoleum), Carpets (Types and Maintenance)

#### TEXT BOOK:



The Handbook of Interior Design by Jo Ann Asher Thompson, Nancy H.

REFERENCE BOOKS:

The Interior Design Reference & Specification Book: Everything Interior Designers Need to Know Every Day, by Chris Grimley, Linda O'Shea, and Mimi Love

The Interior Design Handbook by Frida Ramstedt

Residential Interior Design: A Guide To Planning Spaces by Courtney Nystuen and Maureen Mitton

### Ability Enhancement Courses-AEC

Course Title	L	T	P	Credits	Course Category
Functional English-I	2	0	0	2	Ability Enhancement Course
Functional English –II	2	0	0	2	Ability Enhancement Course
Hindi-I/German-I/French-I	2	0	0	2	Ability Enhancement Course
Hindi-II/German-II/French-II	2	0	0	2	Ability Enhancement Course

AEC

## SYLLABUS

FUNCTIONAL ENGLISH-I	
Course Code: UAEC101	Continuous Evaluation: 40 Marks
Credits: 2	End Semester Examination: 60 Marks
L T P: 2 0 0	Course Type: AEC
Prerequisite: NIL	For B.A. (H), B.Sc. (H), BCA, BBA, B.Com.

### COURSE EDUCATIONAL OBJECTIVES

Enhance and strengthen communication skills in English Language

Facilitate holistic and integrated development of LSRW skills - Listening, Speaking, Reading  
Writing abilities

Expose the learners to a wide range of lexical and grammatical skills

Enable critical reading-writing capacities and professional communication skills in the students

### COURSE LEARNING OUTCOMES

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

Identify the main ideas and key details in spoken and written texts for practical comprehension.

Apply spoken language in various contexts, such as giving directions, making requests, or participating in discussions.

Evaluate the effectiveness of communication strategies in different scenarios, considering cultural and situational factors.

Develop well-structured written documents (e.g., proposals, project reports) that effectively convey information and ideas to a target audience.

### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course	Course Learning Outcomes (CLOs)
--------	---------------------------------

Educational Objectives (CEOs)	CLO 1	CLO 2	CLO 3	CLO 4	
CEO 1	√				
CEO 2		√		√	
CEO 3			√	√	
CEO 4	√	√	√	√	

## COURSE CONTENTS

### Unit – I

#### Speaking Skills

English Communication - Aims & Objectives - Basics of Communication - Barriers to Communication - Non-Verbal Communication - Active Listening - Effective Speaking – Speech - Art of Public Speaking – Pronunciation - Stress & Intonation in English – Debate – Conversations- Presentation Skills- Group Discussions – Interviews - Formal Presentations.

### Unit-II

#### Listening Skills-

Types of Listening-Top Down and Bottom-Up Approach- Signposting in Listening-Global listening Vs Local Listening - Interpreting information over spoken language-Understanding tone and intention in spoken language-Listening to understand information and responding to questions asked

### Unit – III

#### Effective Reading

Reading strategies (Skimming, Scanning, Inferring) –Predicting and responding to content – Speed Reading – Note Making – Use of Extensive reading texts – Vocabulary Extension - Guessing from Context –

### Unit – IV

#### Writing Skills

Formal Letters, Memos & Email – Discourse Markers- - Art of Condensation - Report Writing - Article Writing - Writing Proposals – Preparing Minutes of Meeting.

#### TEXT BOOK

1. Swan, Michael. *Practical English Usage*. New Delhi: Oxford University Press, 2005.
2. Murphy, Herta A. *Effective Business Communication*, New Delhi: McGraw Hill, 2008.

#### REFERENCE BOOK AND OTHER MATERIALS

1. Koneru, Aruna. *Professional Speaking Skills*. New Delhi: Oxford University Press, 2015.
2. Sanjay Kumar and Pushp Lata. *Technical Communication*, New Delhi: Oxford University Press, 2008.
3. Koneru, Anuna. *Professional Communication*, New Delhi: McGraw Hill Pvt. Ltd, 200.
4. Rizvi, M. Ashraf. *Effective Technical Communication*, New Delhi: McGraw Hill, 2018.
5. Barun K. Mitra, *Personality Development and Soft Skills*, Oxford University Press, New Delhi, 2011.

Functional English-II	
Course Code: UAEC201	Continuous Evaluation: 40 Marks
Credits: 2 Credit	End Semester Examination: 60 Marks
L T P: 2 0 0	Course Category: AEC
Prerequisite: NIL	

#### Course Description:

The course Functional English -II focuses on the academic skills and basic elements of academic writing. The aim of this course is to increase students' agency as writers by acquiring both the theoretical knowledge and practical skills necessary to produce texts for the interdisciplinary academic discourses. More specifically, students will have an opportunity to practice critical reading and writing through summarizing, analysing, evaluating and synthesizing ideas. Students will also learn how to engage with scholarly sources effectively and incorporate them into their own texts.

#### COURSE OBJECTIVES (COs)

To teach the students how to employ the various stages of the writing process, including pre-writing, writing and re-writing.

To teach the students about the use of descriptive, narrative and expository modes of writing.

To teach learners how to recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles.

To improve learners' academic and idiomatic vocabulary.

To help students read, analyze and respond to assigned readings with an understanding of structure and mechanics.

To judge the appropriateness of different communication approaches for specific interpersonal or professional interactions.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After

completion of course, students would be:

Examine the text critically by evaluating the various contexts (social, historical, or personal) surrounding and underpinning each text

Evaluate the stylistic conventions of academic writing

Analyse various texts while identifying and highlighting their main ideas and messages

Develop independent perspectives and arguments via persuasive support and successful incorporation of research thus developing their own voice and creating a balance between their own voice and source summaries

Construct counter arguments in order to present a more compelling arguments

#### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
CO 1	✓				
CO 2			✓	✓	
CO 3		✓			
CO 4				✓	
CO 5					✓

##### Unit 1: Reading strategies

Understanding the basic elements of academic writing: summary, analysis, close reading, claim, evidence and argument, Types of academic writing (descriptive, analytical, persuasive, and critical), Skimming, Scanning and Note Making for Academic Writing

##### Unit 2: Paragraph Writing

Structure of the paragraph, Use of coherence and cohesion-topic sentence for paragraph

Abstract Writing, Fine tuning title and finalizing keywords, The art of summarizing

##### Unit 3: Writing Research Proposal

Selecting Research topic, Framing research problem and literature review

Writing Research Proposal – Writing Research questions and Hypothesis

Review of Research paper -Writing Research Proposal – Methodology and conclusion

Critical Review, Conclusions, and Implications -Paraphrasing and Explaining -Finalizing and reviewing Research proposal -Controlling language

Unit 4: Referencing, Citation and Proof Reading

Bringing it all together

#### TEXT BOOKS

Nzanmongi Jasmine Patton et al. *A Handbook For Academic Writing and Composition*. New Delhi: Pinnacle Learning, 2014.

Christine Raisanen and Lennart A. Bjork. *Academic Writing: A University Writing Course*. Lund: Studentlitteratur, 2003.

Janet Giltrow, Richard Gooding, & Daniel Burgoyne et al. *Academic Writing: An Introduction*. Peterborough, Ontario: Broadview Press, 2005.

#### REFERENCE BOOKS AND OTHER RESOURCES

Liz Hamp-Lyons and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.

Renu Gupta. *A Course in Academic Writing*. New Delhi: Orient Black Swan, 2010.

Ilona Leki. *Academic Writing: Exploring Processes and Strategies* (2<sup>nd</sup> Ed.). New York: CUP, 1998.

Gerald Graff and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009.

John Eastwood. *Oxford Practice Grammar*. Oxford: OUP, 2005.

Michael Wallace. *Study Skills*. Cambridge: CUP, 2004.

GERMAN LANGUAGE-I	
Course Code: 23UAEC301	Continuous Evaluation: 40 Marks
Credits: 2	End Semester Examination: 60 Marks
L T P: 2 0 0	Course Type: AEC
Prerequisite: Nil	

#### COURSE OBJECTIVE (CO)



To develops oral and written skills of understanding, expressing and exchanging Information/ interacting.

To develops the ability to construct sentences and frame questions.

To provide German language as a competitive edge in career choices.

To know the culture of the countries where the German language is spoken.

This may be useful in the field of employment opportunities as well as helping them to develop projects on browsing German websites

### COURSE LEARNING OUTCOMES (CLO)

After completion of this student will be able to read and write short, simple texts.

After completion of this student will have Fluency in reading and writing.

After completion of this student will be able understand a dialogue between two native speakers and to take part in short, simple conversations using the skills acquired.

student will able to know the culture of the countries where the German language is spoken.

Developing pronunciation so that they can read the text and e-mail during their employment, instructing them to write their own CV and developing a fundamental conversation with any German national.

### MAPPING MATRIX OF COURSE OBJECTIVES (COs) & COURSE LEARNING OUTCOMES (CLOs)

COURSE LEARNING OUTCOME COURSE OBJECTIVES	CLO 01	CLO 02	CLO 03	CLO 04
CO 01	✓			
CO02			✓	

		✓		
CO 03			✓	
CO 04				✓

## COURSE CONTENTS

### UNIT-I : INTRODUCTION

Grüße, Wortschatz

### UNIT-II : THEMEN

Das Alphabet, die Aussprache, die Zahlen, Land und Stadt beschreibung, Berufe, rede über Dinge, die Zeit, Mahlzeiten und Getränke

### UNIT-III : GRAMMATIK

Plural, Artikel, Possessive Artikel, Adjektive, Sich vorstellen, Verben (regulär, unregelmäßig, Pronomen), Nominativ Pronomen, Präpositionen,

### UNIT-IV : WORTSCHATZ

emanden vorstellen, Nationalitäten, Länder, Zahlen, Über die Wochentage sprechen, Die Monate des Jahres, Die Berufe, Die Farben, Die Gegensätze, Die Sätze mit der Zeit

### UNIT-V : MÜNDLICHER AUSDRUCK

Mündliche und Höraktivitäten

### TEXT BOOK

Tangram aktuell 1 (Lektion 1-4 Kursbuch + Arbeitsbuch, Lektion 5-8 Kursbuch + Arbeitsbuch,

Übungsheft)

## REFERENCE BOOKS

2. Wolfgang Hieber: Lernziel Deutsch, Teil 1. Max Hueber Verlag
3. Korbinian Braun, u.a.: Deutsch als Fremdsprache IA, Grundkurs. Ernst Klett Stuttgart
4. Rolf Brüseke: Starten Wir! A1. München: Hueber Verlag

GERMAN LANGUAGE-II	
Course Code: 23UAEC401	Continuous Evaluation: 40 Marks
Credits: 2	End Semester Examination: 60 Marks
L T P: 2 0 0	Course Type: AEC
Prerequisite: Nil	

## COURSE OBJECTIVE (CO)

Students will demonstrate their ability to recognize, identify, extract and/or differentiate key information conveyed in spoken announcements, instructions, and in interactions between native speakers on familiar topics.

Students will demonstrate effective speaking and listening skills in German on informal and some formal topics related to personal, professional, academic, and leisure activities

To develop awareness of the nature of language and language learning

## COURSE LEARNING OUTCOMES (CLO)

After completion of this student will be able to read and write short, simple texts.

After completion of this student will have Fluency in reading and writing.

After completion of this student will able to use language creatively and spontaneously.

Students will get awareness of cross-cultural and intercultural difference.

#### MAPPING MATRIX OF COURSE OBJECTIVES (COs) & COURSE LEARNING OUTCOMES (CLOs)

COURSE LEARNING OUTCOME COURSE OBJECTIVES	CLO 01	CLO 02	CLO 03	CLO 04
CO 01	✓			
CO02		✓		
CO 03			✓	
CO 04				✓

#### COURSE CONTENTS

##### UNIT-I : THEMEN

Einkaufen, Tagesablauf, Lebenslauf , Nach dem Weg fragen, Wegbeschreibungen, Der Körper, Ereignisse der Vergangenheit erzählen

##### UNIT-II : GRAMMATIK

Trennbare und untrennbare Verben, Dativ , Modalverben, Präteritum von sein, haben, Perfekt

##### UNIT-III : WORTSCHATZ

Kleidung, Haushaltswaren, Sachen zum Essen und Trinken, Verkehrsmittel, Namen von Orten und Sehenswürdigkeiten, Information über Deutschland, Ordinalzahlen

## UNIT-IV : KOMPOSITION

Themen zum schreiben wie Deutschland und Delhi, was haben Sie am wochenende gemacht,  
Traummann/Traumfrau

## UNIT-V: Mündlicher Ausdruck

Sprechen über die Stadt, Das Haus, Meine Familie

## TEXT BOOK

Tangram aktuell 1 (Lektion 1-4 Kursbuch + Arbeitsbuch, Lektion 5-8 Kursbuch + Arbeitsbuch,  
Übungsheft)

## REFERENCE BOOKS

2. Wolfgang Hieber: Lernziel Deutsch, Teil 1. Max Hueber Verlag
3. Korbinian Braun, u.a.: Deutsch als Fremdsprache IA, Grundkurs. Ernst Klett Stuttgart
4. Rolf Brüseke: Starten Wir! A1. München: Hueber Verlag

Website pages:

<https://www.nthuleen.com/teach.html>

## FRENCH LANGUAGE -I

Course Code: 23UAEC302	Continuous Evaluation: 40 Marks
Credits: 2	End Semester Examination: 60 Marks
LTP: 2 0 0	Course Type: AEC
Prerequisite: Nil	

### COURSE OBJECTIVE (CO)

To develop listening, speaking, reading and writing requisites of a language.

To develop the ability to construct sentences and frame questions.

To equip the students with cultural elements and communication strategies which will help them communicate in varied situations.

To familiarize the students with the French and Francophone culture.

### COURSE LEARNING OUTCOMES (CLO)

After completion of this course, the student will be able to express and interact in French used in daily conversations.

The student will be able to write short and simple texts.

The student will be able to initiate and respond to various situations using French language skills.

The student can understand and respond effectively to the cultural elements of the French and Francophone culture

**MAPPING MATRIX OF COURSE OBJECTIVES (COs) & COURSE LEARNING OUTCOMES (CLOs)**

COURSE OBJECTIVES	Course Learning Outcome			
	CLO 01	CLO 02	CLO 03	CLO 04
CO 01	✓			
CO02		✓	✓	
CO 03			✓	
CO 04				✓

### Course Contents

S. No	Unités	Objectifs de Communication	Grammaire	Lexique
1	La Salutation et l'Introduction	Saluer. Entrer en Contact. S'Excuser. Remercier. Se Présenter/ Présenter Quelqu'un.	Les Pronoms Personnels Sujets. L'Alphabet. Les Articles Indéfinis. Les Verbes en -ER au Présent.	Salutations, Les Nombres. Les Objets de la Classe. La Nationalité.
2	On Partage des Renseignements	Demander de Se Présenter. Donner des Renseignements Personnels.	Etre et Avoir au Présent. Les Verbes en -ER au Présent. Les Adjectifs de Nationalités. L'Interrogation.	Les Adjectifs de Nationalité, Métiers et Secteurs Professionnels, L'Expression des Goûts et Intérêts
3	Ma Ville et Mon Quartier	Décrire et Qualifier une Ville ou un Quartier. Localiser. Demander et Donner la Directions.	Le Verbe Vivre. Les Articles Définis. Il ya/ Il n'y a pas. Les Prépositions. Les Adjectifs Qualificatifs. L'Impératif.	Les Prépositions de Localisation. Le Lexique des Sites. Etablissements et Service d'une Ville.

4	Mes Intérêts et Goûts	Parler de Ses Goûts et de Ses Loisirs. Donner Son Impression sur le Caractère de Quelqu'un.	Le Présent des Verbes en -ER, et du Verbe Faire. La Négation, Les Adjectifs Possessifs.	Avoir l'air. Loisirs. L'Expression des Goûts. Faire du/ de la. Ma Famille.
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## FRENCH LANGUAGE-II

Course Code: 23UAEC402	Continuous Evaluation: 40 Marks
Credits: 2	End Semester Examination: 60 Marks
LTP: 2 0 0	Course Type: AEC
Prerequisite: 23UAEC302	

### COURSE OBJECTIVE (CO)

To develop listening, speaking, reading and writing requisites of a language.

To develop the ability to construct sentences and frame questions.

To equip the students with cultural elements and communication strategies which will help them communicate in varied situations.

To familiarize the students with the French and Francophone culture.

### COURSE LEARNING OUTCOMES (CLO)

After completion of this course, the student will be able to express and interact in French used in daily conversations.

The student will be able to write short and simple texts.

The student will be able to initiate and respond to various situations using French language skills.

The student can understand and respond effectively to the cultural elements of the French and Francophone culture.

### MAPPING MATRIX OF COURSE OBJECTIVES (COs) & COURSE LEARNING OUTCOMES (CLOs)



COURSE OBJECTIVES	Course Learning Outcome			
	CLO 01	CLO 02	CLO 03	CLO 04
CO 01	✓			
CO02		✓	✓	
CO 03			✓	
CO 04				✓

5	Journée typique	Parler de Nos Habitudes, Exprimer l'Heure, S'Informer sur l'Heure, le Moment et la Fréquence.	Les Verbes Pronominaux au Présent. Les Verbes Aller et Sortir	L'Heure, Les Moments de la Journée. Les Activités Quotidiennes. Les Adverbes. La Météo.
6	Achats	S'informer sur un Produit. Acheter et Vendre un Produit. Donner Son Avis. Parler du Temps qu'il Fait	Les Adjectifs Interrogatifs. Les Adjectifs Démonstratifs. Le Genre et le Nombre. Le Verbe Prendre.	Les Vêtements. Les Couleurs. Les Fruits et Les Légumes.
7	Alimentation	Parler des Plats et des Aliments. Commander un Menu dans un Restaurant. Situer une Action dans le Futur	Le Future Proche: Aller + Infinitif. Les Partitifs. Les Pronoms COD. Le Future.	Les Aliments. Le Lexique des Quantités.

8	Expérience Vécue	Parler de Faits Passés. Parler de nos Expériences. Parler de Ce que Nous Savons Faire.	Le Passé Composé. L'Imparfait.	Les Verbes Savoir, Pouvoir et Connaître. Les Adjectifs Qualificatifs. Le Lexique des Savoirs et Compétences. Le Récit de Vie.
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#### TEXT BOOK

Version Originale 1, Livre de l'élève: Denyer M. & Agustin Garmendia

A. & Olivieri M L L., éd. Maisons des Langues, Paris. 2013.

#### REFERENCE BOOKS

Alter Ego 1, Livre d'élève, Berthet A. & Hugo C. & Kizirian M. V. & Sampsonis B. & Waendendries M., éd Hachette, Paris, 2006.

Connexions 1, Loiseau Y. & Mérieux R., éd. Didier, Paris, 2004.

Le Nouveau Sans Frontiers, Vol. 1, P. Dominique, J. Girardet et al, CLE International, Paris, 2013.

Le Robert & Nathan Conjugation, Paperback, Le Robert Nathan, 2011.

N.B. This curriculum is subject to revision if needed.

## SKILL-ENHANCEMENT COURSES

Course Title	L	T	P	Credits	Course Category
Effective Communication Skills	0	0	2	1	Skill Enhancement Course (Soft)
Digital Literacy & IT Skills	0	0	2	1	Skill Enhancement Course (Tech)
Teamwork & Interpersonnal Skills	0	0	2	1	Skill Enhancement Course (Soft)
Advanced Excel Skills	0	0	2	1	Skill Enhancement Course (Tech)
Presentation Skills	0	0	2	1	Skill Enhancement Course (Soft)
Statistical Analysis with SPSS	0	0	2	1	Skill Enhancement Course (Tech)
Professional Skills	0	0	2	1	Skill Enhancement Course (Soft)
Video Recording and Editing	0	0	2	1	Skill Enhancement Course (Tech)
Aptitude & Reasoning	0	0	2	1	Skill Enhancement Course (Soft)

Latex Scientific Type Setting	0	0	2	1	Skill Enhancement Course (Tech)
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### Faculty of Science & Humanities

#### Skill Enhancement Courses (SEC)

Soft Skills Modules / Courses

for

Faculty of Science & Humanities

(UG Courses)

(5 Modules)

w.e.f academic year 2023-24

Department of Training & Placement

Training Cell

SRM University,  
39, Rajiv Gandhi Education City,

SOFT SKILLS TRAINING MODULES/COURSES CREDIT STRUCTURE  
IN FACULTY OF SCIENCE & HUMANITIES

S. No.	Course Code	Course Name	Semester	Credits	Hours / Week
1	23SS151	Effective Communication Skills	I	1	2
2	23SS252	Teamwork & Interpersonal Skills	II	1	2

Delhi NCR, Sonapat - 131029,  
Haryana (India)

3	23SS353	Presentation Skills	III	1	2
4	23SS454	Professional Skills	IV	1	2
5	23AR555	Aptitude & Reasoning	V	1	2

# SOFT SKILLS TRAINING MODULES/COURSES STRUCTURE SEMESTER WISE IN FACULTY OF SCIENCE & HUMANITIES

## SEMESTER – I

Department Of Training & Placement			
Training Cell			
Programme	Faculty of Science & Humanities		
Year / Semester	1 / 1	Course Category	SEC
Course Code	23SS151	Course Title	Effective Communication Skills
Continuous Evaluation: 70		End Term Examination: 30	
Prerequisite: Nil		L T P: 0 0 2	Credits: 1

Training Objectives (TO): -

TO1. To define and understand communication and its process.

TO2. To make student practice on communication skills via LSRW approach via instructing, engaging, assessing and re engaging.

TO3. To enhance the confidence and motivation of a student by honing his communication skills.

Training Learning Outcomes (TLO): -

After the completion of the training, the student will have ability:

TLO1. To communicate effectively and interact with people with confidence.

TLO2. To demonstrate and differentiate between various forms of communication.

TLO3. To apply effective communication skills confidently which a student need to get ahead in job and life.

Mapping Matrix of Training Objectives (TO) & Training Learning Outcomes (TLO)			
TRAINING LEARNING OUTCOMES (TLO) TRAINING OBJECTIVES (TO) □□□□□	TLO1	TLO2	TLO3
TO1			
TO2			
TO3			

Unit	Course Contents	Student Engagement Activity
Unit-I	Verbal Communication Skills Communication Process & its importance 7 C's of Communication Formal & Informal Conversation Requirements of effective verbal communication	Conversation Cards Activity
Unit-II	Nonverbal Communication Skills Importance of nonverbal skills in effective communication Types of nonverbal (body language) skills Barriers to nonverbal communication	Power of Body Language Activity

Unit-III	Listening Skills Role of listening skills in effective communication Barriers to listening Overcoming listening barriers Empathetic listening & avoiding selective listening	Chinese Whisper Activity
Unit-IV	Reading & Writing Skills Types of reading strategies to enhance improve reading skills Types of written communication	The What IF Activity
Unit- V	Visual Communication Types of visual communication Importance of visual communication Picture narration/description technique	Interpret The Picture Activity

Learning Resources	
Text Book	<i>Communication Skills</i> by Sanjay Kumar & Pushp Lata: Oxford University Press, 2019.
Suggested Reference Book	<i>Personality Development &amp; Communication Skills-I</i> by C B Gupta: Scholar Tech Press, 2019.

#### Pedagogy

The training will be based on the concept of learning by practice.

The training will involve 30% of the training time on briefing and demonstration & the remaining 70% will be focusing on student's engagement in training activities.

The training will follow a circular approach where students are engaged, evaluated, given feedback and then re engaged.

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation) for Effective Communication Skills Course

Unit No.	Unit Name	Internal Assessment Parameter	Internal Marks (70)	End Term Assessment Parameters	End Term Marks (30)
I	Verbal Communication Skills	Speech Activity	15	Written	10



II	Non Verbal Communication Skills	Role Play	15	Test	
III	Listening Skills	Oral Assessment	10		
IV	Reading & Writing Skills	/ Written	20	Viva	20
V	Visual Communication	Assessment	10		

## SEMESTER –II

Department Of Training & Placement			
Training Cell			
Programme	Faculty of Science & Humanities		
Year / Semester	1 / 2	Course Category	SEC
Course Code	23SS252	Course Title	Teamwork & Interpersonal Skills
Continuous Evaluation: 70		End Term Examination: 30	
Prerequisite: Nil		L T P: 0 0 2	Credits: 1

### Training Objectives (TO): -

- TO1. To make the students learn & demonstrate effective teamwork, leadership & interpersonal skills.
- TO2. To equip the students with capability of handling stress and utilization of work time effectively.
- TO3. To make the students understand the importance and application of Emotional Quotient, Critical Thinking & Problem Solving Skills.

### Training Learning Outcomes (TLO): -

After the completion of the training, the student will have ability:

- TLO1. To be confident working in a team and leading it as well.
- TLO2. To categorize the work and achieve expected performance within the time frame & will be able to adapt himself to work under various kinds of stress and re-energies himself to bounce

back from such situations.

TLO3. To get benefitted from Emotional Quotient in building stronger professional relationships and achieving career and personal goals.

TLO4. To face complex problems and effectively deal with it in the job due to Critical Thinking & Problem Solving Skills.

Mapping Matrix of Training Objectives (TO) & Training Learning Outcomes (TLO)				
Training Learning Outcomes (TLO)☐ Training Objectives(TO)☐	TLO1	TLO2	TLO3	TLO4
TO1				
TO2				
TO3				

Unit	Course Contents	Student Engagement Activity
Unit - I	Team Management Team communication & team conflict resolution Role of a team leader Team goal setting & understanding team development Team dynamics & multicultural team activity Johari Window Model	Collaborative Working Game Activity
Unit-II	Time Management Time management matrix Pareto Principle (80/20 rule) Development process of plan of action	What You Did Yesterday Activity

Unit-III	Leadership Difference between leadership & management Types of leadership style Core leadership skills	Lead The Blindfolded Activity
Unit-IV	Stress Management Sign of stress & its impact Types of stress Techniques of handling stress	Keeping Cool Activity
Unit - V	Emotional Intelligence Emotional intelligence & emotional competence Components & behavioral skills of emotional intelligence	Guess The Emotion Game Activity
Unit - VI	Critical Thinking Types of thinking & Characteristics Critical thinking standards Barriers to critical thinking	Think Pair Share Activity

Learning Resources	
Text Book	<i>Communication Skills</i> by Sanjay Kumar & Pushp Lata: Oxford University Press, 2019.
Suggested Reference Book	<i>Personality Development &amp; Communication Skills-I</i> by C B Gupta: Scholar Tech Press, 2019.(ISBN No. – 9382209131)

### Pedagogy

The training will be based on the concept of learning by practice.

The training will involve 30% of the training time on briefing and demonstration & the remaining 70% will be focusing on student's engagement in training activities.

The training will follow a circular approach where students are engaged, evaluated, given feedback and then re engaged.

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation)  
for Teamwork & Interpersonal Skills

Unit No.	Unit Name	Internal Assessment Parameter	Internal Marks (70)	End Term Assessment Parameters	End Term Marks (30)
I	Team Management	Role Play / Group Activity	10	Written Test	10
II	Time Management		10		
III	Leadership		10		
IV	Stress Management	Assignment	10	Viva	20
V	Emotional Intelligence	Written Test	10		
VI	Critical Thinking		20		

SEMESTER – III

Department Of Training & Placement			
Training Cell			
Programme	Faculty of Science & Humanities		
Year / Semester	2 / 3	Course Category	SEC
Course Code	23SS353	Course Title	Presentation Skills
Continuous Evaluation: 70		End Term Examination: 30	
Prerequisite: Nil		L T P: 0 0 2	Credits: 1

Training Objectives (TO):-

TO1. To develop the public speaking skills in the student.

TO2. To make the students learn and adapt to the necessary etiquettes required working and growing in corporate culture.

TO3. To make the students learn to speak in a debate session by putting his arguments and making others accept his viewpoint convincingly.

Training Learning Outcomes (TLO): -

After the completion of the training, the student will have ability:

TLO1. To be confident in presenting himself in front of audience.

TLO2. To become professional in his approach towards work culture.

TLO3. To enhance the level communication skills while interacting with others.

Mapping Matrix of Training Objectives (TO) & Training Learning Outcomes (TLO)			
Training Learning Outcomes (TLO) □ Training Objectives(TO) □	TLO1	TLO2	TLO3
TO1			
TO2			
TO3			

Unit	Course Contents	Student Engagement Activity
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Unit-I	Importance of Presentation Skills 4 P's of presentation skills – plan, prepare, practice & present Guidelines for effective presentation	PPT Presentation Activity
Unit-II	Storytelling Skills 4 P's of storytelling skills – people, place, plot & purpose Types of storytelling techniques Importance of storytelling skills	Start From Where I Stopped Activity
Unit-III	Corporate Culture Etiquettes Importance of professional behavior at work place Understand & implementation of etiquettes at work place Importance of values & ethics Types of professional / corporate etiquettes	Etiquettes Role Play Activity
Unit-IV	Debate / Extempore Difference between debate, extempore & group discussion Learning argument /counter argument in debate	Current Affair Topic Speech Activity
Unit-V	Art of Creating Impression Importance of creating first impression 6 ways to master the art of creating impression	Speech Activity
Unit-VI	Problem Solving Types of problems & its solutions Problem solving process & tools	Think Pair Share Activity

Learning Resources	
Text Book	<i>Communication Skills</i> by Sanjay Kumar & Pushp Lata: Oxford University Press, 2019.
Suggested Reference Book	<i>Personality Development &amp; Communication Skills-1</i> by C B Gupta: Scholar Tech Press, 2019.(ISBN No. – 9382209131)

## Pedagogy

The training will be based on the concept of learning by practice.

The training will involve 30% of the training time on briefing and demonstration & the remaining 70% will be focusing on student's engagement in training activities.

The training will follow a circular approach where students are engaged, evaluated, given feedback and then re engaged.

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation)  
for Presentation Skills

Unit No.	Unit Name	Internal Assessment Parameter	Internal Marks (70)	End Term Assessment Parameters	End Term Marks (30)
I	Importance of Presentation Skills	Presentation Activity	20	Written Test	10
II	Storytelling Skills	Speech Activity	15		
III	Corporate Culture Etiquettes	Assignment	10		
IV	Debate/Extempore	Speech Activity / Written Activity	15	Viva	20
V	Art of Creating Impression		10		
VI	Problem Solving				

## SEMESTER – IV

Department Of Training & Placement			
Training Cell			
Programme	Faculty of Science & Humanities		
Year / Semester	2 / 4	Course Category	SEC
Course Code	23SS454	Course Title	Professional Skills
Continuous Evaluation: 70		End Term Examination: 30	

Prerequisite: Nil

L T P: 0 0 2

Credits: 1

Training Objectives (TO): -

TO1. To encourage students to learn and apply the effective writing skills.

TO2. To make the students learn various types of business correspondence letters, cover letters & resume.

TO3. To encourage students to learn as to how to talk and convince people in GD & interview.

TO4. To make the students learn to build rapport for building positive relationships professionally at workplace.

Training Learning Outcomes (TLO): -

After the completion of the training, the student will have ability:

TLO1. To understand the importance of professional writing required in workplace.

TLO2. To explore different formats in resume, cover letters & other business related letters.

TLO3. To develop knowledge, skills and understanding people in-group and individually.

TLO4. To apply communication strategies either in-group or one on one basis and will be confident to lead the discussion among them.

Mapping Matrix of Training Objectives (TO) & Training Learning Outcomes (TLO)

Training Learning Outcomes (TLO) □ Training Objectives(TO)□	TLO1	TLO2	TLO3	TLO4
TO1				
TO2				
TO3				
TO4.				



Unit	Course Contents	Student Engagement Activity
Unit-I	Email Writing Importance of email communication skills Basic rules of effective email writing Structure of email – address, subject, message text, attachments, signature	Email Practice Activity
Unit-II	Resume Writing Difference between Resume, CV & Bio data Guidelines of resume writing Resume preparation of the student	Resume Making Activity
Unit-III	Letter Writing Types of Letter Writing – Application, Leave, etc. Cover letter	Letter Writing Activity
Unit--IV	Group Discussion (GD) Characteristics of GD & subject knowledge Do's & Don'ts in GD Strategies of GD Types of GD	Group Discussion Practice Activity
Unit-V	Interview Skills Preparation of the interview & company details information Do's & Don'ts in interview Types of Interviews Strategies of interview	Mock Interview Practice Activity
Unit-VI	Negotiation Skills Importance of negotiation skills Four phases of negotiation skills Barriers to negotiation & overcoming it Win-win negotiation	Win-Win Activity

## Learning Resources

Text Book	<i>Communication Skills</i> by Sanjay Kumar & Pushp Lata: Oxford University Press, 2019.
Suggested Reference Book	<i>Personality Development &amp; Communication Skills-I</i> by C B Gupta: Scholar Tech Press, 2019.(ISBN No. – 9382209131)

## Pedagogy

The training will be based on the concept of learning by practice.

The training will involve 30% of the training time on briefing and demonstration & the remaining 70% will be focusing on student's engagement in training activities.

The training will follow a circular approach where students are engaged, evaluated, given feedback and then re engaged.

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation) for Professional Skills

Unit No.	Unit Name	Internal Assessment Parameter	Internal Marks (70)	End Term Assessment Parameters	End Term Marks (30)
I	Email Writing	Written Assignment	10	Written Test	10
II	Resume Writing		10		
III	Letter Writing		10		
IV	Group Discussion	Group Discussion Activity	15	Viva	20
V	Interview Skills	Mock Interview Activity	15		
VI	Negotiation Skills	Role Play	10		

## SEMESTER – V

Department Of Training & Placement			
Training Cell			
Programme	Faculty of Science & Humanities		
Year / Semester	3 / 5	Course Category	SEC
Course Code	23AR555	Course Title	Aptitude & Reasoning
Continuous Evaluation: 70		End Term Examination: 30	
Prerequisite: Nil		L T P: 0 0 2	Credits: 1

### Training Objectives (TO): -

TO1. To understand the basic concepts of quantitative ability and logical reasoning.

TO2. To make student practice on the concepts of quantitative ability and logical reasoning.

TO3. To prepare the students for aptitude and reasoning round in placement selection process & other competitive exams.

### Training Learning Outcomes (TLO): -

After the completion of the training, the student will have ability:

TLO1. To understand the basic concepts of quantitative ability.

TLO2. To solve campus placements aptitude papers covering Quantitative Ability.

TLO3. To Compete in various competitive exams like CAT, CMAT, GATE, GRE, GATE, UPSC, GPSC etc.

Mapping Matrix of Training Objectives (TO) & Training Learning Outcomes (TLO)			
TRAINING LEARNING OUTCOMES	TLO1	TLO2	TLO3

(TLO) □			
TRAINING OBJECTIVES (TO) □□□□□			
TO1			
TO2			
TO3			

A-Quantitative Ability

UNIT - I

Number System

Percentage

Profit, Loss and Discount

Simple Interest and Compound Interest

UNIT – II

Allegation and Mixture

Average

Ratio, Proportion and Variation, Problem on Ages and Numbers

Time and Work

Time, Speed and Distance

UNIT – III

Permutation and Combination

Probability

Data Interpretation

Geometry and Menstruations

Sequence, Series & Progression and Logarithmic

B- Logical Reasoning

UNIT - IV

Number Series and Alphabet Series

Direction Sense Test

Coding -Decoding

Blood Relation

UNIT – V

Syllogism

Dice, Cube and Cuboids

Seating Arrangement

UNIT – VI

Clock and Calendar

Critical Reasoning

Order and Ranking, Ven diagram, Analogy

#### Learning Resources

#### Text Books

*Quantitative Aptitude for Competitive Examinations* by R S Aggarwal: S Chand Publishing, 2022.

*A Modern Approach to Logical Reasoning* by R S Aggarwal: S Chand Publishing, 2022.

#### Pedagogy-

The training will be based on the concept of learning by doing and practice.

The training will involve 50% of the training time on teaching the concepts and the remaining 50% will be focusing on practice.

The training will follow a circular approach where students are taught, evaluated and given the feedback.

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation) for Aptitude & Reasoning

Unit No.	Unit Name	Internal Assessment Parameter	Internal Marks (70)	End Term Assessment Parameters	End Term Marks (30)
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I	Quantitative Ability	Written Assignment	10	Written Test	30
II			10		
III			10		
IV	Logical Reasoning		15		
V			15		
VI			10		

#### VALUE ADDED COURSES

					VALUE ADDED COURSES
Course Title	L	T	P	Credits	Course Category
Indian Constitution & Polity	2	0	0	2	V Value Added Course
Environment Protection &	2	0	0	2	Value Added Course

Department of Environmental Sciences			
Programme: Undergraduate program			
Year/Semester	1 <sup>ST</sup> /I or II	Course Category	Value Added Course (VAC)

Sustainable Development					
Sports, Yoga & Fitness	1	0	2	2	Value added course

Course Code	23VAC101/23VAC201	Course Title	Environmental Protection & Sustainable development
Continuous Evaluation: 70		End Semester Examination: 30	
Prerequisite: Nil		L T P : 2 0 0	Credits: 2

Course Objectives (CO) - The Course is designed with the following objectives:

To provide a comprehensive understanding of the relationship between humans and the environment.

Aims to introduce students to the different components of the environment.

To develop the understanding of pollution, its causes, and their effects

To gain the knowledge of climate change and the contemporary issues

Course Learning Outcomes (CLO) – The Syllabus has been prepared in accordance with the NEP-2020 and based on the UGC curriculum framework. Upon completion of this course, learners will be able to:

Demonstrate to safeguard the Earth's environment and its resources.

Explain sustainable development, its goals, challenges, and global strategies.

Analyze the environmental pollution and sensitize themselves to adverse health impacts of pollution.

Appraise the concept of climate change, its science and response measures.

MAPPING COURSE OBJECTIVES (COs) & COURSE LEARNING OUTCOMES (CLOs)

	COURSE LEARNING OUTCOMES (CLOs)			
COURSE OBJECTIVES (COs)	CLO1	CLO2	CLO3	CLO4
CO1	√			
CO2		√		
CO3			√	
CO4				√



## COURSE CONTENTS

### Unit-1

#### Human and Environment

Introduction to earth environment, Scope and importance. Components of environment: Lithosphere, Hydrosphere, Biosphere, Atmosphere. The man- environment interaction, Population growth and natural resource exploitation, Industrial revolution, and impact on the environment, Global environmental challenges at global, regional and local level.

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### Unit-2

#### Natural Resources, Sustainable Development & Sustainable living

Overview of natural resources: Definition of resource; Classification of natural resources-, renewable, and non-renewable. Resources: Forests, wetlands, Status and challenges. Water resources: Types of water resources, issues and challenges; Soil and mineral resources: Important minerals; Environmental problems due to extraction of minerals, Soil as a resource and its degradation. Energy resources: renewable and non-renewable sources of energy. Introduction to sustainable development: Sustainable Development Goals (SDGs)- targets and indicators, challenges, and strategies for SDGs. Ways to live in sustainable manner- Conservation of energy, water at home, plantation, waste segregation, kitchen gardening.

### Unit-3

#### Conservation of Biodiversity and Ecosystems

Biodiversity and its distribution: Biodiversity as a natural resource; Levels and types of biodiversity; Biodiversity in India and the world; Biodiversity hotspots; Major ecosystem types in India and their basic characteristics, forests, wetlands, grasslands, agriculture, coastal and marine; Ecosystem services- classification and their significance. Threats to biodiversity and ecosystems. Major conservation policies: in-situ and ex-situ conservation approaches; Major

protected areas; National and International instruments for biodiversity conservation: The role of traditional knowledge, community-based conservation. Major International Environmental Agreements: Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety, Ramsar Convention on Wetlands of International Importance, The Wildlife (Protection) Act, 1972, The Biological Diversity Act, 2002.

#### Unit-4

##### Environmental Pollution and Health

Understanding of pollutant and pollution; Types of Pollution, Air pollution: Sources of air pollution; Primary and secondary pollutants; Criteria pollutants, Indoor air pollution; Adverse health impacts of air pollutants, National Ambient Air Quality Standards. Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life. Soil pollution and solid waste: Soil pollutants and their sources; Solid and hazardous waste; Impact on human health. Noise pollution: Definition of noise; Unit of measurement of noise pollution; Sources of noise pollution; Noise standards; adverse impacts of noise on human health. Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

#### Unit-5

##### Climate Change: Impacts, Adaptation and Mitigation

Understanding climate change: Natural variations in climate, Anthropogenic climate change from greenhouse gas emissions– past, present and future; Projections of global climate change with special reference to temperature, rainfall, climate variability and extreme events, Climate change projections for the Indian sub-continent. Observed impacts of climate change on ocean and land systems; Sea level rise, changes in marine and coastal ecosystems; Impacts on forests and natural ecosystems; Impacts on animal species, agriculture, health. the concept of vulnerability, adaptation and resilience, Synergies between adaptation and mitigation measures, Concept of carbon neutrality, net zero targets, Carbon capture and storage, National climate action plan and Intended Nationally Determined Contributions (INDCs).

## Unit 6

### Case Studies and Field Work

The students are expected to be engaged in one of the following or similar identified activities.

Field visits to identify local issues, make observations including data collection and prepare a brief report, or Documentation of campus biodiversity or Campus environmental management activities such as solid waste disposal, water management, and sewage treatment.

#### RECOMMENDED TEXT BOOKS:

Masters, G. M., & Ela, W. P. (2008). Introduction to environmental engineering and science  
Englewood Cliffs, NJ: Prentice Hall.

Jackson, A. R., & Jackson, J. M. (2000). Environmental Science: The Natural Environment and  
Human Impact. Pearson Education.

Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press  
Environmental Studies for Undergraduate Courses by Erach Bharucha, UGC New Delhi

#### REFERENCE BOOKS:

A.K De Environmental Chemistry New age Publisher, 2016.

“Ecology & Environment” P D Sharma, Rastogi Publications, 2009.

[www.ipcc.org](http://www.ipcc.org); <https://www.ipcc.ch/report/sixth-assessment-report-cycle/>.

Central Pollution Control Board Web page for various pollution standards. <https://cpcb.nic.in/standards/>

Directorate of Physical Education & Sports			
Programme			
Year/Semester		Course Category	VAC
Course Code		Course Title	Sports , Yoga & Fitness
Continuous Evaluation : 80		End Semester Examination : 20	
Prerequisite: Nil		L T P :0 0 4	Credits: 2

Course Objectives (CO) - The Course is designed with the following objectives:

To know about the physical body

To discuss about improve range of motion, mobility and coordination in body

To understand the ways to improve strength, balance and flexibility.

To grasp the significance of yoga and sports in fitness

To construct environment for individual and community health.

Course Learning Outcomes (CLO)–The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to :( BLOOM’S TEXONOMY)

Explain the role of yoga and fitness in life.

Apply the rules of healthy and fit life

Analyse the ways and methods of yoga and sports

Recommend the practices of Asanas and different sports

Integrate the concept of yoga and sports in all round development of students and beings.

Mapping Matrix between Course Objectives and Course Learning Outcomes:

#### COURSE CONTENTS:

##### UNIT-I: Health and Wellness

Meaning Definition and Importance of Health and Wellness

Dimensions of Health and Wellness

Role of Exercise in maintaining Health and Wellness

Stress and Its management through Exercise

Nutrition for Health and Wellness

Practical-Exercise for Health and Wellness

Warming –Up

Stretching Exercises

Strengthening Exercises

Cardiovascular Exercises

Flexibility and Agility Exercises

Limbering Down

Relaxation Techniques (IRT, QRT, DRT etc.)

UNIT-II Yoga and Fitness

Importance of Yoga and Fitness

Types and Principles of Asanas

Fitness Components

Specific Exercises for Strength, Flexibility, Speed, Agility & Coordinative Abilities

Yoga, Fitness and Personality

General Specific Warm up

Aerobics / Zumba Dance

Asanas

Recreation for Fitness

Report preparation, Records and PPT

### UNIT-III Sports and Psychology

Definition of Sports Psychology

Adolescence-Problems related with Adolescence i.e.physical problems, Peer group Relationship, Career Selection, Drug Abuse, Psychological and Emotion problems

Importance of Sports Psychology

### UNIT-IV Sports and Recreation

Meaning Definition and Concept of Sports Fitness and Recreation

Objectives, Characteristics and principles of Sports Fitness and Recreation

Importance, Purpose, Benefits of Fitness and Recreation

Types of Recreation

Recreation through Sports and Games

Use of Leisure Time Activities and their educational values

Traditional, Folk and Indigenous Games

Three Days outdoor camp and Hiking

Cycling, tie up with District/State Associations

Visits to Recreational Clubs

### RECOMMENDED TEXT BOOKS:

Foundations of Physical Education, Chales A. Bucher

Foundations of Physical Eduction, M.L.Kamlesh

History and Principles in Physical Education, Dr. Karan Singh

Essentials of Physical Education, Dr. Ajmer Singh

Foundations of Physical Education, Dr. A.K.Uppal

Physical Education, Manu Sood, New SP Books

Health the basis of life: Dr. John Maclay

Natural Health & Yoga, Brij Bhushan

Health Education, S.K.Mangal

Essential of Physical Education, Dr. Ajmer Singh & Dr. Bains

Live Projects/Vocational Courses/Internship

## LIVE PROJECTS & INDUSTRY VISITS

LIVE PROJECTS & INDUSTRY VISITS (Faculty of Science , Humanities & Social Science)	
Course Code:	Continuous Evaluation: 60
Credits: 1	End Semester Examination:40
Duration : Continuous	Course Type: Skill Enhancement Course
Prerequisite: Nil	

## LIVE PROJECT COURSE OBJECTIVES

To provide qualitative enhancements to the UG students of FSH.

Offered live projects serve to enhance students employability attributes to make them job-ready.

To provide experiential learning to students for an ability to work in a real-life work situation.

To provide a learning ground for students to get an opportunity to apply what they have learned in classes to real-world scenarios. An opportunity to work in real constraints of resources, people factors and other organizational constraints. Classroom projects are primarily focused on singular concepts whereas live projects allow integrating knowledge across various functions.

Live projects develop employment abilities in students and provide industry experience and insights.

## LIVE PROJECT OUTCOMES

On completion of the live project(s), students will be

Capable enough to exhibit strong foundation knowledge of domain area.

Students can take a challenge and place better career development scenario in professional life.

It gives a strong boost for experienced to take their career into next stage.

Successfully completion of live projects shows a better stand and technical expertise in domain area.

## ASSESSMENT DETAILS

Assessment of Live Project(s) & Industrial visit include the following:

Formative & submissive assessment.

During the final assessment students have to submit a hard copy of the project, the presentation has to be given by the students.

Prototype or Working Model, in case of Live Project is taken up for it.

Report on Project.

Viva Voce.

Final Presentation in front evaluation team.

### PERIODIC MONITORING

DURATION→	Continuous Monitoring throughout the Project
EVALUATION PROCESS	Student will prepare the report on the work done. Student will prepare the presentation on the learning outcomes. Student will give presentation about the learning achieved.

EVALUATION	Formative/Continuous Evaluation : 60 % End Semester Evaluation : 40 %
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### SIGNIFICANCE OF LIVE PROJECTS

Live projects play a significant role in providing real-time education to the students. During live projects, students are encouraged to identify the domain they want to work in and select the relevant project. They also get to meet working professionals or organizations and discuss with them about the project. In some institutions, live projects are considered as assignments and students get points for it. This is important as it helps the students during their placements.



INTERNSHIP (Faculty of Science , Humanities & Social Science)	
Course Code: 21FSH401	Continuous Evaluation: 60 Marks
Credits: 4	End Semester Examination: 40 Marks
Duration : 3 / 4 Weeks	Course Type: Skill Enhancement Course
Prerequisite: Nil	

### COURSE EDUCATIONAL OBJECTIVES

To have qualitative improvements in the UG students of FSH.

To provide experiential learning to students to work in the real life situation.

Expose the student to professional role models or mentors who will provide the student with support in the early stages of the internship and provide an example of the behaviours expected in the intern's workplace.

Assist the student's development of employer-valued skills such as teamwork, communications and attention to detail.

### COURSE LEARNING OUTCOMES

On completion of course, students will be

Able to demonstrate various aspects of theory as well as practical.

Able to build and expand network of professional relationships and contacts.

Develop a solid work ethic and professional demeanour, as well as a commitment to ethical conduct and social responsibility.

At the end of the course, a student will be competent in their domain area.

### PROJECT IDENTIFICATION

The internships will be conducted after examination of the 4 semesters.

The Internship will be of 4 credits.

Projects will be undertaken by the students in collaboration with Student-Faculty, NGO, Government Departments and Industries.

Projects will be identified keeping in mind application of knowledge & skills, relevance of project in

terms of expectation of society.

Allocation of the project to the students with active participation of students, faculty and concern authorities.

#### MONITORING OF THE PROJECTS

Project should be supervised by faculty mentor and place where students is undertaking the project.

Effective monitoring of project progress undertaken by the students through by digital technologies.

Active involvement of industry & faculty supervisor.

Weekly monitoring of the project through Faculty mentor & Industry person.

All the project have to analyze in-depth and the outcome of the project should be identified

#### ASSESSMENT DETAILS

Assessment of SIP include the following:

Formative & submissive assessment three times during the internship.

During the final assessment students have to submit a hard copy of the project, the presentation has to be given by the students.

Report on Project taken up.

Viva Voce.

Final Presentation in front of the industry experts and Faculty mentor.

#### PERIODIC MONITORING

Student will be monitored on periodic basis, both by the In-charge at the Industry and the Faculty In-charge. The Industry In-charge will submit the Mid-Term and End-Term Evaluation report.

However, the faculty In-charge will take periodic presentation to keep a check on the progress.

DURATION→	3 to 4 Weeks (After 4 <sup>th</sup> Semester End Semester Examination)
EVALUATION PROCESS	Student will prepare the report on the work done. Student will prepare the presentation on the learning outcomes. Student will give presentation about the learning achieved.

EVALUATION	Formative/Continuous Evaluation : 60 % End Semester Evaluation : 40 %
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### EVALUATION PARAMETER FOR SUMMER INTERNSHIP PROJECT (SIP)

#### Evaluation Parameter for Formative Assessment (Summer Internship Project)

Continuous Assessment will perform by respective faculty & Industry coordinators within stipulated time period. Evaluation Parameter classified as follows:

S. No.	Basis of Evaluation Parameter with Time frame	Marks
1.	Synopsis Presentation (Week 1 <sup>st</sup> )	15
2.	Relevance and linkage of the Identify issue with functional area of discipline (Week 1 <sup>st</sup> )	10
3.	Survey of Literature (Week 2 <sup>nd</sup> )	10
4.	Research Methodology & Data collection(3 <sup>rd</sup> to 4 <sup>th</sup> Week)	15
5.	Overall understanding of the area of study(3 <sup>rd</sup> to 4 <sup>th</sup> Week onwards)	10
	Total Marks	60

#### Evaluation Parameter for End Term Assessment (Summer Internship Project)

S. No.	Basis of Evaluation Parameter	Marks
1.	Quality Of Content Design	10
2.	Identification of Contemporary Issue	10
3.	Innovation in learning Process	10
4.	Presentation of Content & Delivery Mechanism	10
	Total Marks	40