



Assam down town University

Curriculum and Syllabus

Bachelor of Arts in Psychology



OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.0

**FACULTY OF HUMANITIES &
SOCIAL SCIENCES**

July, 2022

Preamble

Assam down town University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guidebook for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the 5th Board of Studies (BoS) meeting of the Faculty of Humanities and Social Sciences held on dated 07/06/2022 and approved by the Emergent Academic Council (AC) meeting held on dated 30/07/2022



*Chairperson
Board of Studies*



*Member Secretary
Academic Council*



Vision

To become a Globally Recognized University from North Eastern Region of India, dedicated to the Holistic Development of Students and Making Society Better

Missions

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well-rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme Overview

The undergraduate Programme in Psychology will focus on the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline of psychology. Psychology graduates will be equipped with techniques to assess various psychological attributes such as attitudes, abilities, personality dispositions, values, interests and behaviours.

The overarching aim of undergraduate training in psychology is to create a self-reflexive and self-reflective stance in the student's growth through self-awareness, critical perspective building, enhancing societal sensibility, and preparing for professional life through seeking knowledge in basic psychology and acquiring relevant skills.

I. Specific Features of the Curriculum

1. The course curriculum follows practice-based approaches to orient
2. The curriculum of Social Work consists of field work, rural camp, study tour and Block placement that enhance field-based knowledge of the learner.

II. Eligibility Criteria:

Minimum 45% in 10+2 with any subject 5% relaxation for SC/ST, EWS, and especially abled candidates.

III. Program Educational Objectives (PEOs):

PEO-1: The knowledge of Psychology will enable the graduates to understand and apply the knowledge of psychology in industry and academia in government, private and non-government sectors.

PEO-2: To provide the ability to identify, formulate, comprehend, analyze, psychological theories and principles design, and solve psychological problems with hands-on experience in various technologies using modern tools necessary for psychological practice to satisfy the needs of society and the industry.

PEO-3: To equip the students with the ability to design, simulate, experiment, analyze, optimize and interpret their core applications through multi-disciplinary concepts and contemporary learning to build them into industry-ready graduates.

IV. Program Specific Outcomes (PSOs):

PSO1: Conceptual Mastery: Develop an understanding of psychological concepts, theories and research. This understanding will allow them to comprehend self and others.

PSO2: Application Proficiency: Demonstrate an ability to apply the concepts and understanding in the individual and community set up.

PSO3: Global Competence: Identify the global issues and understand the concepts through internationally offered courses.

V. Program Outcome:

PO1: Psychological Knowledge: Apply and understand the key concepts, principles, and theories from different branches of psychology.

PO2: Psychological Assessment and Analysis: Demonstrate basic understanding of psychological assessment to identify and apply key concepts to analyze and address psychological issues and human behaviour.

PO3: Psychological Application: Implement the basic skills in major areas of application like psychological testing, experimentation, counselling, interviewing, developing psychological tools and behaviour modification.

PO4: Communication: Communicate effectively in articulate thoughts and ideas, and demonstrate skills for writing accurate reports and present those reports/PPTs.

PO5: Scientific Inquiry and Critical Thinking: Critically assess evidence, arguments, claims, beliefs, analyse data through research skills.

PO6: Values and Ethics: Demonstrate the ability to uphold the ethical standards in professional practice with others and self.

PO7: Social Responsibility: Demonstrate awareness of psycho-social issues and engage in initiatives that encourage equity and growth for all.

PO8: Individual and Team-work: Apply teamwork spirit as an individual and a leader in a multidisciplinary setting.

PO9: Lifelong Learning: Exhibit self-directed continuous lifelong learning amid ever evolving socio-technological changes and equip with the necessary advancement.

VI. Total Credits to be Earned: 125

VII. Career Prospects:

Graduates with a BA Psychology have excellent career prospects in the following-

- Psychometrics.
- Substance Abuse Counsellor.
- Psychiatric Technician.
- Human Resource Personnel.
- Marriage and Family Therapist.
- Experimental Psychologist.
- Forensic Psychologist.
- Clinical Psychologist.
- Child, School and Career Counselling.
- Psychotherapist.
- Academics.

EVALUATION METHODS

The student performance shall be evaluated through In-semester (Sessional) and semester-end examinations. A weightage of 40% or as prescribed by the programme shall be added to the score of the end-semester examination.

A. INTERNAL ASSESSMENT:

The teacher who offers the course shall be responsible for internal assessment by conducting in-semester (sessional) examination and evaluating the performance of the students pursuing that course. The components for internal assessment are illustrated in the table given below.

SN	Components/ Examinations	Marks Allotted
1.	In-Sem Exam – I (ISE-I) (Written Examination)*	30
2.	In-Sem Exam – II (ISE-II) (Written Examination)*	30
3.	Assignment	10
4.	Presentation (SP)	10
5.	Quiz	5
6.	Class Performance based score*	5

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

1. If a student fails to appear in the any of the component without any valid reason he/she shall be marked zero in that component. However, the course teacher at his discretion may arrange for the missed test on an alternate date for the absentee students after determining ground with genuine/valid reasons for the absent.
2. The report of evaluation of an activity towards the in-semester (sessional) component of a course shall be duly notified by the concerned course teacher within a week of completion.
3. The program coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the program to the Controller of Examinations before the start of the End-semester examination.

B. SEMESTER END EXAMINATION:

Time table for end semester examination is published at least 25 days prior to the start of Examination.

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations

The student shall only be allowed to appear in a University Examination, if:

- i) He/ She is a registered student of the University;
- ii) He/ She is of good conduct and character;
- iii) He/ She has completed the prescribed Programme of study with minimum percentage of attendance as laid down in the Regulations of the Programme concerned.

Under special cases, a student may be allowed to appear for an examination without being registered in the University but the result of the said student will be kept on hold till the registration of the concerned student is completed.

II. Admit Card:

Admit card for the examination may be downloaded through ERP where the system will generate a Unique ID Cards through online.

The University shall have the right to cancel admission for examination of any candidate on valid grounds.

III. Pattern of Question Papers:

The question paper shall follow the principles of Bloom's Taxonomy.

Table

S. N.	Level	Questions /verbs for test
1	Remember	List, Define, tell, describe, recite, recall, identify, show who, when, where, etc.
2	Understand	Describe, explain, contrast, summarize, differentiate, discuss, etc.
3	Apply	Predict, apply, solve, illustrate, determine, examine, modify
4	Analyze	Classify, outline, categorize, analyze, diagrams, illustrate, infer, etc.
5	Evaluate	Assess, summarize, choose, evaluate, recommend, justify, compare etc.
6	Create	Design, Formulate, Modify, Develop, integrate, etc.

Note: No course is to be evaluated on basis of **all 6 knowledge levels**.

The format of the question paper across all the program follow a unique pattern and the total marks is 60.

Table 1: Question paper pattern for End semester examination

Sl no	Question pattern	Total marks
1	MCQs (10 Questions)	10
2	2 Marks questions (10 Questions)	20
3	4 Marks questions (5 Questions)	20
4	10 Marks questions (1 Question)	10

IV. Examination Duration:

Each paper of 60 marks shall ordinarily be of two hours duration.

V. Practical Examinations, Viva-Voce etc.:

- i) Practical examination shall be conducted in the presence of one external expert and one or more internal examiners.
- ii) Viva-Voce, Oral examinations of the Project report, Dissertation etc. shall be undertaken by a Board of Examiners constituted by the respective Dean of Program with the advice of Supervisor(s).

VI. Procedure of Expulsion:

If any candidate is found to be using any unfair-means during the examination, the invigilator may cease his/her answer sheet and report it directly to the Officer-in-Charge. The Office-in-Charge of the center may take appropriate decisions as per the rules and procedure of the examination. The Officer-in-Charge may allow the students to write the exam with new answer sheet or may expel the student from appearing the paper depending on the nature of unfair-means. In case of Computer based test, the students may be directed to write an apology letter and sign in the prescribe expulsion form. The student may not be allowed to write that examination

VII. Instruction to the Students:

- (i) The students shall not bring to the Examination Hall, any electronic gadget used as a means of communication or record except electronic calculator, if required.
- (ii) The students shall not receive any book or printed or hand written or photo copy (Xerox) or blank-paper from any other person while he/she is in the examination room or in laboratory or in any other place to which he/she is allowed to have access during course of examination.
- (iii) The students shall not communicate with any other candidate in the examination room or with any other person in and outside the examination-room.
- (iv) The students shall not see, read or copy anything written by any other candidate, nor shall he/she knowingly or negligently permit any other candidate to see, read or copy anything written by him/her or conveyed by him/her.
- (v) The students shall not write anything on the Question Paper or in other paper or materials during the examination, or pass any kind of paper to any other candidate in the examination-room, or to any person outside the room.
- (vi) The students shall not disclose his/her identity to the examiner by writing his/her name or putting any sign / symbol in any part of his answer-script.
- (vii) The students shall not use any abusive language or write any objectionable remark or make any appeal to examiner by writing in any part of his answer-script.
- (viii) The students shall not detach any page from the answer-script or insert any authorized or unauthorized loose sheet into it. He /she shall also not insert any other answer-script / loose sheet by removing the pins of the origin answer-scripts and re-fixing it.
- (ix) The students shall not resort to any disorderly conduct inside the examination-room or misbehave with the invigilator or any other examination official.

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be

provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.

- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.
- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

It is the product of grade point and number of credits for a course, thus, $CP = GP \times CR$

i. Credit:

A unit by which the course work is measured. It determines the number of hours of instructions required per week. 'Credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully.

ii. Grade Point:

Grade Point is a numerical weight allotted to each Grade Letter on a 10-point scale.

iii. Letter Grade:

Letter Grade is an index of the performance of students in a said paper of a particular course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and Abs. Student obtaining Grade F / Grade Abs shall be considered failed/ absent and, will be required to appear in the subsequent ESE. The UGC recommends a 10-point grading system with the following (Table: 1) Letter Grades:

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades 'O' to 'P' shall indicate successful completion of a course.

- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

Letter Grade	Grade Points	Description
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C	5	Average
P	4	Pass
F	0	Fail
Abs	0	Absent
UFM	0	Unfair Means

Grade Point Average:

a. SGPA (Semester Grade Point Average)

The SGPA of a student in a Semester shall be the weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered in that Semester, irrespective of whether he/she could or could not complete the Courses. More specifically, the calculation of SGPA shall take into account the Courses graded with Letter Grades 'O' to 'F' as given in Table 1

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} \quad (1.1)$$

The SGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.1) up to two decimal places, where n is the total number of Credit Courses registered by the student in that Semester, G_i is the Grade Point secured in the i^{th} registered Course and C_i is the Credit (weight) of that Course.

b. CGPA (Cumulative Grade Point Average)

- (i) The CGPA of a student in a Semester of a Programme shall be the accumulated weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered and successfully
- (ii) completed so far starting from the enrollment in the Programme. In other words, taking into account all the Courses graded with 'O' to 'P' as given in Table 1.1, generally the CGPA of a student shall be calculated starting from the first Semester of his/her enrolled Programme, while the CGPA of a lateral-entry student shall be calculated starting from the Semester of his/her enrollment.
- (iii) The CGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.2) up to two decimal places, where N is the total number of Credit Courses registered and successfully completed so far by the student, G_i is the Grade Point secured in the i th completed Course and C_i is the Credit (weight) of that Course.

$$CGPA = \frac{\sum_{i=1}^N C_i G_i}{\sum_{i=1}^N C_i} \quad (1.2)$$

- (iv) The CGPA shall be convertible into equivalent percentage of marks using Equation Conversion of CGPA to percentage marks: = CGPA*10

D. Post-Examination

i. Transcript or Grade Card or Certificate:

A marking certificate shall be issued to all the registered students after every Semester. The Semester mark sheet will display the course details (code, title, number of credits, grade secured) along with total credit earned in that Semester.

. Grievance Readdress Mechanism:

Students with any dissatisfaction or grievance regarding the marks awarded in any of the Papers / Courses may appeal to the Controller of Examinations for remedial action such as Re-evaluation within 10 days of the declaration of result.

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.
- (ii) Application for re-evaluation / re-scrutiny of answer scripts shall be made in the definite proforma available with the Examination Office through t
- (iii) he head of the respective departments within 10 days of declaration of the results of the respective examinations.
- (iv) The Controller of Examination may appoint an examiner for re-evaluation and will consider and recognize the evaluation done by a University appointed examiner.
- (v) There shall be no provision for re-evaluation of the Practical Papers, Project Work, and Dissertation etc. However, the students fail in practical examination or viva voce and wish to appear again may apply to be evaluated can do so with the next schedule.
- (vi) After screening the application for re-evaluation, the CoE may send the answer scripts of the student to the examiners appointed by the CoE with the approval of Vice Chancellor.
- (vii) The marks/grades achieved by the students after the re-evaluation shall be final and binding.
- (viii) Fresh Marks – sheets / Grade Card shall be issued only if the candidate secures pass marks / passing grade in the re-evaluated paper.
- (ix) Revaluation of answer scripts shall be deemed to be an additional facility provided to the students with a view to improving upon their results at the preceding examination result for any reason whatsoever shall not confer any right upon them for admission to next higher class which matters always be regulated in accordance with the relevant rules or regulations framed by the University.
- (x) If as a result of revaluation of the candidate attracts the provision of condonation of deficiency, the same may be applied to his/her only for fresh attempt.

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

In all the courses the teacher has to select topics for teacher-method which should not be less than 20 percent. The approach will be direct classroom teaching through a series of lectures delivering concepts using ITC facilities, white or blackboard. Notes may also be circulated to the students; however, the students are to be involved in the preparation of the notes. The teacher will be responsible for selecting the best note for circulation. The teacher-centric methodology has recently fallen out of favour because this strategy for teaching is seen to favour passive students.

1. Student- centric / Constructivist Approach:

The topics of the courses may be selected at the start of the class and assigned one topic to each of the students for studying by themselves, prepare presentations, notes, etc., and present at respective class time after consultation and discussion with the course teachers. The teacher facilitates the learning of the students by guiding and providing input and explaining concepts. 60 percent of the course contents may be selected for this purpose. To avoid behaviour problems, teachers must lay a lot of groundwork in student-centric classrooms. Typically, it involves instilling a sense of responsibility in students. In addition, students must learn internal motivation.

a. Project-Based Learning: The teacher may select 5 percent of topics for the purpose and may conduct visits to the laboratory for experiments or field surveys. The selection of the topic may be done considering the available facility for the purpose. However, in the final semester of each of the programme the student has to undergo project-based learning at least 4 months duration. This approach will help the student to think critically, evaluate, analyze, make decisions, collaborate, and more.

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the best possible answer and

discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

c. Flipped Classroom: About 10 percent of the course content has to be completed by this method. In this approach the students are asked to watch video or lecture prepared by the teacher or any video available (relevant to the course). A set of questions may be given to the students for searching answers by the students. The idea is that students should have more time in-classroom focusing on achieving these higher levels of thinking and learning. The Flipped classroom is also an acronym. The letters FLIP represent the four pillars included in this type of learning: Flexible environment, Learning culture shift, Intentional content, and Professional educator. As you can see, the second pillar refers to a culture shift from the traditional approach where students are more passive to an approach where students are active participants. As a result, this approach is also a student- centric teaching method.

d. Cooperative Learning: The remaining five percent has to be completed by cooperative learning approach. In this approach, the students are allotted problems. During library hours the students along with the teacher visit the library and search for probable solutions for the assigned problem. The same has to be done in groups so that the students discuss among themselves for the appropriate answers. Essentially, cooperative learning believes that social interactions can improve learning. In addition, the approach recreates real-world work situations in which collaboration and cooperation are required.

The percentage categorization for the completion of a theory course

Teacher-centric or Direct Classroom Teaching: Delivery by series of lectures	20%
Student-centric Approach, Students present and deliver lectures in the presence of teacher and supervised by teacher	60%
Students visit fields or perform experiments or teachers perform demonstration	05%
Flipped Classroom approach	10%
Cooperative learning approach	05%

Inquiry-based approach has to be followed in all of the classes

The teacher has to distribute the topics to be considered for teaching by the above-mentioned approaches and prepare a lesson plan for execution and maintain a file.

Curriculum Framework
Breakdown of Credits (for 2022-23 Syllabus)

Sl. No	Category	Total number of Credits
1	University Core (UC)	15
2	University Elective (UE)	12
3	Program Core (PC)	87
4	Program Elective (PE)	3
5	Faculty Elective (FE)	8
Total number of credit		125

Breakdown by categories of courses

Sl no	Category	Credits	%
1	Humanities and Social Sciences	111	86.40
2	Engineering	1	0.8
3	CLPPD	8	6.4
4	Commerce and Management	2	3.2
5	Science	2	1.6
6	Paramedical	1	1.6
Total		125	100.00

PCI, INC, AICTE regulated programs shall have to follow the regulating body

SEMESTER WISE COURSE DISTRIBUTION

	S. N.	Course Title	Course Code	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester I	1.	Foundation of Psychology	22BAPS111R	PC	3	0	2	0	0	0	4	40	60	100	200
	2	Developmental Psychology	22BAPS112R	PC	3	0	2	0	0	0	4	40	60	100	200
	3	Social Psychology	22BAPS113R	PC	3	0	2	0	0	0	4	40	60	100	200
	4	Psychology of Happiness	22BAPS114R	PC	2	0	0	0	0	0	2	40	60	0	100
	5	Introduction to Sociology	22BAPS115R	PC	2	0	0	0	0	0	2	40	60	0	100
	6	Extra-Curricular (Non-CGPA)	22UBEC111	UC	0	0	0	4	0	0	1	-	-	-	-
	7	Introductory English	22UBPD113R	UE	0	0	4	0	0	0	2	-	-	-	100
	Total											19	200	300	500
Semester II	S. N.	Course Title	Course Code	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1.	Abnormal Psychology	22BAPS121R	PC	3	0	2	0	0	0	4	40	60	100	200
	2	Bio-Psychology	22BAPS122R	PC	2	0	2	0	0	0	3	40	60	100	200
	3	Social Change and Development	22BAPS123R	PC	3	0	0	0	0	0	3	40	60	0	100
	4	Internship-I	22BAPS124R	PC	0	0	0	4	0	0	1	0	0	100	100
	5	Techno Professional Skill-I	22BAPS125R	PC	0	0	2	0	0	0	1	40	60	0	100
	6	MOOCS CE I	22BACE121R	FE	0	0	4	0	0	0	2	0	100	0	100
	7	Environmental Studies	22UBES101R	UC	2	0	0	0	0	0	2	40	60	0	100
	8	Co-Curricular	22UBCC121	UC	0	0	0	4	0	0	1	0	0	0	0
	9	Extra-Curricular	22UBEC121	UC	0	0	0	4	0	0	1	0	0	0	0
10	Implicative English	22UBPD123R	UE	0	0	4	4	0	0	2	40	60	0	0	
TOTAL											20	160	240	800	1200
Semester III	S. N.	Course Title	Course Code	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total

1.	Research Methodology	22BAPS211R	PC	3	0	2	0	0	0	4	40	60	100	200	
2	Educational Psychology	22BAPS212R	PC	2	0	0	0	0	0	2	40	60	0	100	
3	Sociology of Indian Society	22BAPS213R	PC	2	0	0	0	0	0	2	40	60	0	100	
4	Community Psychology	22 BAPS214R	PC	3	0	2	0	0	0	4	40	60	100	200	
5	Techno Professional Skill- II	22BAPS216R	PC	0	0	2	0	0	0	1	40	60	0	100	
6	Internship-II	22BAPS217R	PC	0	0	0	4	0	0	1	0	0	100	100	
7	MOOCS CE II	22BACE211R	FE	0	0	4	0	0	0	2	0	100	0	100	
8	Co-Curricular (Non-CGPA)	22UBCC211	UC	0	0	0	4	0	0	1	0	0	0	0	
9	Extra-Curricular (Non-CGPA)	22UBEC211	UC	0	0	0	4	0	0	1	0	0	0	0	
10.	English Language for Excellence	22UBPD212R	UE	0	0	4	0	0	0	2	0	0	0	0	
Total											20	160	240	800	1200

S. N.	Course Title	Course Code	Course Category	Engagement							Maximum Marks for			
				L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
1.	Industrial Psychology	22BAPS221R	PC	3	0	2	0	0	0	4	40	60	100	200
2	Statistical Application in Psychology	22BAPS222R	PC	4	0	0	0	0	0	4	40	60	0	100
3.	Basic Acclimatizing Skills (GE)	22UULS221R	UE	0	0	4	0	0	0	2	0	0	100	100
4	Techno-Professional Skills- III	22BAPS224R	PC	0	0	2	0	0	0	1	0	0	100	100
5	Internship-III	22BAPS225R	PC	0	0	0	4	0	0	1	0	0	100	100
6	MOOCS CE III	22BACE221R	FE	0	0	4	0	0	0	2	0	0	100	100
7	Co-Curricular (Non-CGPA)	22UBCC221	UC	0	0	0	4	0	0	1	0	0	100	100
8	Extra-Curricular (Non-CGPA)	22UBEC221	UC	0	0	0	4	0	0	1	0	0	100	100
9	Universal Human Values + Professional Ethics	22UUHV10R	UC	1	0	2	0	0	0	2	40	60	0	100
10	English for Employability	22UBPD222R	UE	0	0	4	0	0	0	2	0	0	100	100
Total										20	120	180	800	1100

S. N.	Course Code	Course Title	Course Category	Engagement							C	Maximum Marks for			
				L	T	P	S	R	O	IA*		SEE*	PE*	Total	
1.	22BAPS311R	Health Psychology	PC	2	0	2	0	0	0	3	40	60	100	200	
2	22BAPS312R	Psychological Assessment	PC	3	0	2	0	0	0	4	40	60	100	200	
3	22BAPS313R	Internship-IV	PC	0	0	0	4	0	0	1	0	0	100	100	
4	22BAPS314R	Sports Psychology	DE	2	0	2	0	0	0	3	40	60	100	200	
	22BAPS315R	Psychology of Disability*	DE	2	0	2	0	0	0		40	60	100	200	
5	22BAPS316R	Child Psychology	DE	2	0	2	0	0	0	3	40	60	100	200	
	22BAPS317R	Psychology of Crime*	DE	2	0	2	0	0	0		40	60	100	200	
6	22BAPS318R	Techno Professional Skills IV	PC	0	0	2	0	0	0	1	40	60	0	100	
7	22BACE301R	Generic Elective	UE	0	0	4	0	0	0	2	0	0	100	100	
8	22BACE311R	MOOCS CE IV	FE	0	0	4	0	0	0	2	0	0	100	100	
9	22BAPS319R	Gender Sensitization	FC	2	0	2	0	0	0	3	40	60	0	100	
Total										22	240	360	700	1300	
S. N.	Course Code	Course Title	Course Category	Engagement							C	Maximum Marks for			
				L	T	P	S	R	O	IA*		SEE*	PE*	Total	
1.	22BAPS321R	Counselling Psychology	PC	3	0	2	0	0	0	4	40	60	100	200	
2	22BAPS322R	Psychology of Gender	PC	3	0	0	0	0	0	3	40	60	0	100	
3	22BAPS323R	Psychology of Youth	PC	3	0	2	0	0	0	4	40	60	100	200	
4	22BAPS324R	Psychology of Ageing	PC	3	0	0	0	0	0	3	40	60	0	100	
5	22BAPS325R	Communication Skills	PC	2	0	2	0	0	0	3	40	60	0	100	
6	22BAPS326R	Research Project	PC	0	0	0	12	0	0	3	0	0	100	100	
Total										20	200	300	300	800	

***IA: Internal Assessment, SEE: Semester End Examination,
PE: Practical Examination**

SEMESTER – I									
Course Title	Foundations of Psychology								
Course code	22BSBT111 R	Total credits: 4 Total hours: 45T+30P	L	T	P	S	R	O/F	C
			3	0	2	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/I semester of first year of the programme								
Course Objectives	To understand the fundamental processes underlying human behaviour. To gain a better understanding of the field of psychology both historic and current. To develop an understanding of processes involved in learning and cognition.								
CO1	Develop an understanding of the human thought process.								
CO2	Identify the major fields of study and theoretical perspectives within psychology								
CO3	Develop an understanding on the various attentional process and how perception works								
CO4	Demonstrate the biological and psychological aspects of memory and its application								
CO5	Analyse the basic principles, major theories, and research concerning learning and cognition.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction: Definition, Goals, Scopes of Psychology; Historical Foundation of Psychology; School of Psychology; Branches of Psychology; Methods of psychology	7	Understand human thought process.				1,2		
II	Attention and Perception: Attention: Factors or Determinants of Attention; span, division, and distraction of attention. Perception: Perceptual sets; Perceptual Organization; Perceptual Constancies; Depth Perception; Illusions	10	Identify the major fields of study and theoretical perspectives within psychology and articulate their similarities and differences.				1,2		
III	Motivation and Emotions: Definition and function of motives, types of motives, Maslow's theory of motivation Definition and nature of emotions. Theories of emotion- James Lange, Cannon-Bard	10	Develop an understanding on the various attentional process and how perception works				1,2		
IV	Memory and Forgetting: Memory: Definition of Memory, Models of Memory: Levels of Processing, Parallel Distributed Processing, Information Processing; Reconstructive Nature of Memory; Forgetting: Curve of forgetting, Causes of forgetting, Methods of Improving Memory	8	Demonstrate the biological and psychological aspects of memory and its application along with the nature and causes of forgetting.				1,2		
V	Learning: Learning curve, Principles and Applications of Classical Conditioning, Operant Conditioning, and Observational Learning; Transfer	10	Analyse the basic principles, major theories, and research concerning learning and cognition.				1,2		

	of learning			
Practical	<ol style="list-style-type: none"> 1. Stroop Colour & Word Test 2. Bilateral Transfer of Training 3. Academic Motivation Scale (AMS) 4. State-Trait Anxiety Scale 5. The forgetting Curve 6. Serial Position Effect 7. Weschler Memory Scale 	30	Describe, illustrate and apply the concept of cognitive interference & positive training of learning, motivation, the forgetting curve, and memory.	1,2,3,4

Textbook:

1.Morgan, C. T., & King, R. A. (1975). Study guide for Morgan and King Introduction to psychology: Fifth edition. New York: McGraw-Hill

References:

1. Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
3. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.

OTHER LEARNING RESOURCES

<https://youtu.be/NAVtYSNZvho>

<https://youtu.be/9fFLGjXXKuc0>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop an understanding of the human thought process.	1,2,3,4,5,6,8,9
2	Identify the major fields of study and theoretical perspectives within psychology	2,3,4,5,7,9
3	Develop an understanding on the various attentional process and how perception works	2,3,5,6,8,9
4	Demonstrate the biological and psychological aspects of memory and its application	2,3,5,6,8,9
5	Analyse the basic principles, major theories, and research concerning learning and cognition.	2,3,5,6,8,9

SEMESTER – I									
Course Title	Developmental Psychology								
Course code	22BSBT111R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 45T+30P	3	0	2	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/ I semester of first year of the programme								
Semester	I semester of first year of the programme								
Course Objectives	1.The goal of this course is to present a comprehensive overview of contemporary developmental psychology. 2.Introduce students to the concepts, theories, and research which define this discipline of Psychology. 3.Provide an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement, and data collection								
CO1	Demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related throughout the entire lifespan.								
CO2	Apply the knowledge of hereditary and environmental factors affecting growth and development								
CO3	Identify and apply developmental concepts to everyday life								
CO4	Analyze the basic concepts relating to developmental milestone.								
CO5	Demonstrate an understanding on the developmental task of childhood, adulthood &Old Age								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction: Nature and Characteristics of development; Growth, Development and Maturation; Stages of Human Development.	7	Understand about the basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan				1,2		
II	Infancy: Sensory and perceptual development; language, emotional and social development.	10	Understand about the developmental tasks and issues arise in the stage of Infancy.				1,2		
III	Childhood: Developmental tasks. Cognitive, social, emotional and moral development.	10	Understand about the developmental tasks and issues arise in the stage of Childhood				1,2		
IV	Adolescence: Developmental tasks; physical and psychological changes; development of identity.	8	Understand about the developmental tasks and issues arise in the stage Adolescence				1,2		
V	Adulthood and old age: Developmental tasks; adjustment problems and specific issues	10	Understand about the developmental tasks and issues arise in the stage Adulthood.				1,2		
Practical	1.Developmental Screening Test 2.Attachment Style Classification Questionnaire. 3. Quality of Life Scale 4.Adolescent Self-Esteem Scale 5.Child Behaviour Checklist (CBCL)	30	Explain & apply method of screening for evidences of slow development along with seeing the various attachment styles with parents.				1,2,3,4		

	6.Vineland Adaptive Behaviour Scale 7.Sinha's Comprehensive Anxiety Test			
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TEXT BOOKS:

1. Morgan, C. T., & King, R. A. (1975). Study guide for Morgan and King Introduction to Psychology: Fifth edition. New York: McGraw-Hill

References:

1. Baron, R. & Misra. G. (2013). Psychology. New Delhi: Pearson.
2. Life-Span Development, By John Santrock 2020
3. Developmental Psychology A Life Span Approach by Elizabeth B Hurlock, TataMcGraw Hill Publishing Co Ltd
4. Exploring Life Span Development Berk, L.E (2016)

OTHER

LEARNING

RESOURCES:

1. https://youtu.be/eJTio_MhG3M
2. <https://youtu.be/aYCBdZLCDBQ>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related throughout the entire lifespan.	1,2,3,5,6,8,9
2	Apply the knowledge of hereditary and environmental factors affecting growth and development	2,3,5,6,8,9
3	Identify and apply developmental concepts to everyday life	2,3,5,6,8,9
4	Analyse the basic concepts relating to developmental milestone.	1,2,3,4,5,6,7,8,9
5	Demonstrate an understanding on the developmental task of childhood, adulthood & Old Age	1,2,3,4,5,6,7,8,9

SEMESTER – I									
Course Title	Social Psychology								
Course code	22BAPS113R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 45T+30P	3	0	2	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. Understanding the basic social psychological concepts and familiarize with relevant methods. 2. Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations. 3. Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance. 4. Develop an understanding of the individual in relation to the social world.								
CO1	Develop an understanding of the individual in relation to the social world.								
CO2	Analyze the social relationships through psychological norms.								
CO3	Identify the rules and techniques to evaluate social situations.								
CO4	Analyze the relationship between cognition and behaviour in a natural social context.								
CO5	Identify how group dynamics work and the various components of it								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction: Meaning, Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology	7	Understand about the basic principles of people evaluate social situations.				1,2		
II	Theoretical foundations- motivational theories, learning theories, cognitive theories, socio- cultural theories, evolutionary theories.	10	Understand social relationship through psychological norms.				1,2		
III	Understanding self and evaluating the social world: Making of the self; Social Cognition, Social Perception, Impression Management; Attitudes (Attitude-Behaviour Link; Strategies for attitude change)	10	Understand about how people evaluate social situations.				1,2		
IV	Social Interaction and Influence: Interpersonal Attraction, Prosocial Behaviour, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)	8	Understand about individual in relation to the social world				1,2		
V	Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making; Group Interaction (Facilitation, Loafing)	10	Understand about the dynamics of how group functions and Interacts.				1,2		
Practical	1. Multidimensional Perceived Social support Scale 2. Conformity Experiment 3. Perceived stress scale 4. General Self-Efficacy Scale 5. Social Interaction Anxiety Scale	30	Explain & apply method of screening for evidences of slow development along with seeing the various attachment styles with parents.				1,2, 3,4		

	6. Big Five Inventory			
	7. Group Environment Questionnaire			

REFERENCE BOOKS:

1. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
2. Myers, D. G., & Smith, S. M. (2012). Exploring social psychology. New York: McGraw- Hill.
3. Singh, A.K(2015). Social Psychology. New Delhi: PHI Learning Private Limited.

OTHER LEARNING RESOURCES:

- <https://egyankosh.ac.in/bitstream/123456789/72625/1/Unit-2.pdf>
https://uk.sagepub.com/sites/default/files/upm-assets/76929_book_item_76929.pdf
https://www.gov.nl.ca/iet/files/CCB_GroupDynamicsGuide.pdf
<https://mgcub.ac.in/pdf/material/20200412173415466fc431e7.pdf>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop an understanding of the individual in relation to the social world.	1,2,3,4,5,6,9
2	Analyse the social relationships through psychological norms.	1,2,3,4,5,9
3	Identify the rules and techniques to evaluate social situations.	1,2,3,4,5,9
4	Analyse the relationship between cognition and behaviour in a natural social context.	1,2,3,4,5,9
5	Identify how group dynamics work and the various components of it	1,2,3,4,5,7,9

SEMESTER – I									
Course Title	Psychology of Happiness								
Course code	22BSBT111R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. Gain an understanding of the Concept of Happiness. 2. Gain an understanding of Well Being: Psychological Well-Being, Objective Versus Subjective Measures, Adverse Versus Constructive 3. Develop an understanding about Physical Resources & Psychological Resources. 4. Gain an Insight about happiness in different stages of Life.								
CO1	Demonstrate knowledge of Happiness and understand basic concepts of Positive Psychology and Happiness.								
CO2	Apply the concept of Wellbeing in daily life.								
CO3	Identify and apply positive psychology approaches to everyday life								
CO4	Analyze the basic concepts of Emotions and management of emotions.								
CO5	Demonstrate an understanding of the Happiness in the context of Gender, Marriage and other aspects of Life.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction of Happiness: What is Happiness? Importance of Happiness, Goals of Psychology of Happiness and Meaning of A good life.	6	Understand about the basic concepts of positive psychology and Happiness.				1,2		
II	Concept of Well Being: Well Being: Definition, Psychological Well-Being, Objective Versus Subjective Measures,	6	Understand the concept of Wellbeing.				1,2		
III	Concept of Happiness: Two traditions of Happiness: Hedonic, Eudaimonic Happiness, Optimistic Affect and a Meaningful Life, Self Esteem and Happiness.	6	develop an understanding of the traditions of Happiness; Types of Happiness, Self Esteem and Happiness				1,2		
IV	Happiness and the Facts of Life: Happiness and the Facts of life, Happiness Across the Life Span.	6	understand the concept of Happiness across Lifespan				1,2		
V	Happiness and Culture: Gender and Happiness, Marriage and Happiness- Other Facts of Life, Money and Happiness, Culture and Meaning of Happiness	6	Acquire knowledge on Gender and Happiness, Marriage and Happiness, and Happiness in the context of Culture and Money				1,2		

TEXT BOOKS:

Steve, B., & Marie, C. (2014). Positive psychology. Pearson EducationIndia.

REFERENCES:

1) Seligman, Martin (2004) Authentic Happiness .Atria Books

OTHER LEARNING RESOURCES:

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate knowledge of Happiness and understand basic concepts of Positive Psychology and Happiness.	1,2,3,4,5,6,9
2	Apply the concept of Wellbeing in daily life.	1,2,3,4,5,9
3	Identify and apply positive psychology approaches to everyday life	1,2,3,4,5,9
4	Analyse the basic concepts of Emotions and management of emotions.	1,2,3,4,5,9
5	Demonstrate an understanding of the Happiness in the context of Gender, Marriage and other aspects of Life.	1,3,4,5,6,7,9

SEMESTER – I									
Course Title	Introduction to Sociology								
Course code	22BASO111 R	Total credits: 2 Total hours: 30T	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Science in Psychology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To acquaint the students of Psychology with the discipline toward notions and concepts. 2. To introduce the conceptual knowledge of Sociology. 3. To familiarize the students with the scope and importance of Sociology.								
CO1	Demonstrate the nature, scope, and significance of Sociology and its relationship with other social sciences.								
CO2	Familiarise with elementary notions like society, community, association, norms, and values, etc.								
CO3	Recognize the presence of various social groups, social institutions and social processes in human society, which are responsible for the functioning of human society.								
CO4	Sensitize the students about the rudiments of discrimination and inequality in everyday life								
CO5	Enlighten the students regarding the possibility of coming out of Inequalities.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Sociology: 1. Meaning, Nature, Scope, Origin and Development of Sociology 2. Importance of the study of Sociology 3. Relationship with other Social Sciences 4. Sociology and Common Sense.	12	Student will understand about different social sciences disciplines in relation with sociology.				1,2		
II	Basic Concepts: 1. Society and Community 2. Social system - Meaning, Elements, Characteristics and Types; 3. Culture: Definition types and nature of culture 4. Folkways, Mores, Norms, Value, Status, Role.	12	Students will learn major theories and concepts related to the societal values and norms.				1,2		
III	Social Groups and Social Processes: 1. Meaning of Social Group 2. Types of Social Group: In-group and Out-group, Primary and Secondary group 3. Social processes 4. Co-operation, Accommodation, Assimilation, Conflict, Competition	12	This unit will provide a basic understanding of the relationship between the individuals and society.				1,2		
IV	Family and Marriage: 1. Meaning, Function and Types of family	12	Students will understand fundamental processes of social institutions in India.				1,2		

	2. Changes of family in India 3. Meaning and definition of marriage 4. Types and functions of Marriage			
V	Social Stratification: 1. Social Stratification 2. Definition and Types of social stratification 3. Caste and Class, 4. Social Mobility: Meaning and Types of social mobility.	12	This unit will help students to understand the sociological theories in general.	1,2

TEXT BOOKS

1. Bottomore, T. B. 1971. Sociology: A Guide to Problems and Literature, London: Allen and Unwin.
2. Dahrendor, Ralf, 1968, Essays in the Theory of Society, Stanford: Stanford University Press.
3. Durkheim, Emile, 1984, The Division of Labour in Society, Basingstoke: Macmillan.
4. Franklin, Henry, 1990, The Principles of Sociology, Jaipur: Print Well publishers.
5. Gelles J. Richard, Ann Levine, 1995, Sociology- An Introduction, McGraw Hill Company.
6. Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press.
7. Gisbert Pavsca, 1973, Fundamentals of Sociology, Orient Longman, Bombay.

REFERENCE BOOKS:

1. Goldthorpe, J.K., 1985, An Introduction to Sociology, Cambridge University Press.
2. Haralambos, 2007, Sociology: Themes and Perspectives, Bombay: OUP.
3. Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw Hill.
4. Ogburn and Nimkoff, 1966, A Handbook of Sociology, New Delhi: Eurasia Publication House (Pvt) Ltd.
5. Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press.
6. Rawat, H K, 2010, Sociology: Basic concepts, Jaipur: Rawat Publications.
7. Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill.
8. Robey, David, 1973, Structuralism: An Introduction, 1st ed., Oxford: Clarendon Press.
9. Sharma K.L, 2001, Reconceptualizing Caste, Class & Tribe, Jaipur: Rawat Publications.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=NBqs-guEwVc&ab_channel=ccerajgcmeeraudaipurclass
https://www.tandfonline.com/doi/abs/10.1080/01615440.1984.10594136?journalCode=vhim_20

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the nature, scope, and significance of Sociology and its relationship with other social sciences.	1,2,3,4,5,9
2	Familiarise with elementary notions like society, community, association, norms, and values, etc.	1,2,3,4,5,9
3	Recognize the presence of various social groups, social institutions and social processes in human society, which are responsible for the functioning of human society.	1,2,3,4,5,9
4	Sensitize the students about the rudiments of discrimination and inequality in everyday life	1,2,3,4,5,6,7,9
5	Enlighten the students regarding the possibility of coming	1,2,3,4,5,6,7,9

	out of Inequalities.	
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SEMESTER – I									
Course Title	INTRODUCTORY ENGLISH (COMMUNICATIVE ENGLISH & SOFT SKILLS)								
Course code	22UBPD113R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To recognize and identify parts of a sentence and their significance in a language. 2. To enhance listening and speaking/skills for self-development. 3. To give insight into English pronunciation and into central concepts in phonetics. 4. Introduction to the various modes of communication will enhance their knowledge of communication.								
CO1	Enables learners to recognize the structure of a sentence and its variations.								
CO2	Learn to understand, speak and write proper words.								
CO3	Introduction to Phonetics and its importance will improve the learners' pronunciation.								
CO4	Identify to pick and form different kinds of sentences.								
CO5	Knowledge of communication will be enhanced through practical examples.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Grammar i. Parts of Speech ii. Articles iii. Auxiliary Verbs iv. Affirmative and Negative Sentences	6	It enables learners to recognize the structure of a sentence and its variations as they learn to understand, speak and write.					1,2	
II	Grammar i. Determiners ii. Sentence Construction iii. Types of Sentences (Assertive, Imperative etc.) iv. Degree of Comparison v. Comprehension Exercises	6	It enables learners to recognize the structure of a sentence and its variations as they learn to understand, speak and write.					1,2	
III	Listening Skills i. What is listening? ii. The Process of Listening iii. Factors that adversely affect Listening iv. Difference between Listening and Hearing, v. Purpose and Importance of Effective Listening vi. How to Improve Listening Process	6	Gain Insight into English pronunciation and into central concepts in phonetics					1,2	
IV	Speaking Skills i. Introducing yourself ii. Self-discovery iii. Basics of Phonetics,	6	Gain Insight into English pronunciation and into central concepts in phonetics					1,2	

	pronunciation iv. Extempore speech v. Video Recording for Self-Reflection			
V	Communication Skills i. Introduction to Communication, ii. Importance of Communication Skills iii. Purpose of Communication iv. Types of Communication v. Formal and informal communication vi. Importance of Communication vii. Barriers to Communication viii. How to improve Communication skills. ix. Responding to different questions in various situations (formal/informal)	6	Apply the various modes of communication to enhance speaking and listening skills.	1,2

Text Books:

- 1.Chaturvedi, P.D., Chaturvedi Mukesh, 2011.*Business Communication: Concepts, Cases and Applications*, second edition, Pearson, Noida.
- 2.Alex K., Chand, S, 2009. *Soft Skills: Know Yourself and Know the World*,first edition, S.Chand & Company Ltd.: New Delhi.

Reference Books:

- 1.Quirk, Randolph. (2010) *A Comprehensive Grammar of the English Language* RandolphQuirk, Sidney Greenbaum, Pearson Education India
- 2.Marks, Jonathan. (2017) *IELTS Advantage Speaking and Listening Skills: A step-by step guide to a high IELTS speaking and listening score. Book + CD-ROM*, Delta Publishing by Klett

Other Learning Resources:

- <https://youtu.be/bEB8-SWMYhI>
https://youtu.be/-zZau_dttRY

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Enables learners to recognize the structure of a sentence and its variations.	1,2,3,4,5,9
2	Learn to understand, speak and write proper words.	1,2,3,4,5,9
3	Introduction to Phonetics and its importance will improve the learners' pronunciation.	1,2,3,4,5,9
4	Identify to pick and form different kinds of sentences.	1,2,3,4,5,9
5	Knowledge of communication will be enhanced through practical examples.	1,2,3,4,5,9

SEMESTER – I									
Course Title	Extra-Curricular (Non-CGPA)								
Course code	22UBEC111	Total credits: 4 Total hours: 60S	L	T	P	S	R	O/F	C
			0	0	0	4	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.Through extra-curricular activities, students will learn important skills that include goal setting, teamwork, critical thinking, and public speaking. 2. Participating in extra-curricular activities helps students when they are applying for admissions. 3.To include the achievements in extra-curricular activities on a resume works as evidence of the interests and skills of a student.								
CO1	Engage students in their hobbies and interests								
CO2	Encourage the students to learn and display their hobbies.								
CO3	Enhance higher self-esteem and positive outcome								
CO4	Improve social skills of the students.								
CO5	Apply skills in real world settings.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Engage students in their hobbies and interests	3,4,7,8,9
2	Encourage the students to learn and display their hobbies.	3,4,8,9
3	Enhance higher self-esteem and positive outcome	3,4,5,8,9
4	Improve social skills of the students.	3,4,5,7,8,9
5	Apply skills in real world settings.	3,4,5,8,9

SEMESTER – II									
Course Title	Abnormal Psychology								
Course code	22BAPS121RR	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 45T+30P	3	0	2	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1.To identify the historical perspective towards abnormal behaviour. 2.To introduce the diagnostic manuals in assessment of psychological disorders. 3.To explore the various types of psychological disorders and differentiate among them.								
CO1	Utilize the historical perspective towards abnormal behaviour								
CO2	Apply the knowledge of diagnostic manuals in identification and assessment of disorder.								
CO3	Implement the Contemporary Psychological Theories in assessment of different disorders.								
CO4	Synthesis the strategies available in the treatment of abnormal behaviour.								
CO5	Identify the various disorders of childhood & adolescence.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction To Abnormal Psychology: Defining abnormality, history of abnormal psychology, criteria of abnormality, classification of abnormal behaviour (ICD & DSM).	9	Understanding the concept of abnormal behaviour					1,2	
II	Anxiety Disorder Generalized Anxiety Disorder, Phobia Agoraphobia, Social phobia, Specific phobia, Panic attack- with agoraphobia, without agoraphobia, Obsessive Compulsive disorder, PTSD.	9	Understanding the clinical picture and etiology of various subcategories of disorders					1,2	
III	Somatoform And Dissociative Disorder: Somatoform Disorder: Somatization disorder, hypochondriasis, Conversion hysteria. Dissociative disorder Fugue, Amnesia, Dissociative identity disorder, Depersonalization disorder	9	Understanding the clinical picture and etiology of various subcategories of disorders					1,2	
IV	Mood Disorder And Schizophrenia: Mood Disorder: Unipolar Mood Disorders: Dysthymic Disorder,	9	Understanding the clinical picture and etiology of various subcategories of disorders					1,2	

	Major Depressive Disorder with Psychosocial Causal Factors, bipolar Mood Disorder: Bipolar I Disorder, Bipolar II Disorder. Schizophrenia: Meaning, Clinical Picture; sub types -Disorganized, Paranoid, Catatonic, Undifferentiated and Residual.			
V	Disorder of Childhood And Adolescence: Mental Retardation (MR) - definition, level of MR, clinical types and casual Factors; Autism – clinical picture and causes; Attention deficit hyperactivity disorder (ADHD).	9	Understanding the clinical picture and etiology of various subcategories of disorders.	1,2
Practical	1.Sinha's Anxiety Scale 2.Bell's Adjustment Inventory 3.Beck Depression Inventory 4.Minnesota Multiphasic Personality Inventory 5.Hamilton Rating Scale 6.Brief Psychiatric Rating Scale	30	Explain and Apply self-report their individual's life experiences along adjustment and anxiety reports.	1,2,3

REFERENCE BOOKS:

1. Carson, R.C., Butcher ,J.N., Mineka ,S., & Hooley ,J.M.(2007). Abnormal Psychology,(13thEdition). India, Pearson Education.
2. Adams, P.B. and Sutker, H.E. (2001) Comprehensive Hand book of Psychopathology.(3rdedition). NY: Springer.
3. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, DSM-V
4. Barlow, D.H. & Durand, V.M.(2005). Abnormal Psychology (4thEdition). PacificGrove: Books/Cole
5. Bergin AE., & Garfield S.L.(1994) Handbook of Psychotherapy and Behaviour Change,(4thEdition).New York :Wiley.
6. Change,(4thEdition).New York :Wiley.

OTHER LEARNING RESOURCES:

<https://swayam.gov.in/explorer?searchText=abnormal%20psychology>

<https://youtu.be/QVIH6nOJuM>

<https://www.verywellmind.com/what-is-abnormal-psychology-2794775>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Utilize the historical perspective towards abnormal behaviour	1,2,3,5
2	Apply the knowledge of diagnostic manuals in identification and assessment of a disorder.	1,2,3,4,7
3	Implement the Contemporary Psychological Theories in assessment of different disorders.	1,2,3,5,6,7,4

4	Synthesis the strategies available in the treatment of abnormal behaviour.	1,2,3,4,5,7
5	Identify the various disorders of childhood & adolescence.	1,2,3,7

SEMESTER – II									
Course Title	Bio-Psychology								
Course code	22BAPS122RR	Total credits: 4 Total hours: 30T+30P	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1.To understand the biological bases of human behaviour, its nature and scope. 2.To gain knowledge about the structures of human brain, their functions and impact on human behaviour. 3.To Realize the importance of hormones in behaviour, cognition and emotions.								
CO1	Synthesis the nature and scope of biopsychology.								
CO2	Identify biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.								
CO3	Develop an understanding of biological mechanisms involved in psychological processes.								
CO4	Implement the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour.								
CO5	Analyze the basic principles and research concerning learning and cognition in terms of Bio-Psychology.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Biopsychology: Nature and Scope; Methods and Ethics in Biopsychology; Divisions of Biopsychology	5	Understanding the concept of biological basis of psychology					1,2	
II	The Functioning Brain: Structure and Functions of Neurons; Types of Neurons; Neural Conduction and Synaptic Transmission	7	develop an appreciation of the neurobiological basis of psychological function and dysfunction.					1,2	
III	Organization of Nervous System: CNS & PNS (Structure and Functions); Neuroplasticity of The Brain: Neural Degeneration Neural Regeneration and Neural Reorganization	7	develop an appreciation of the neurobiological basis of psychological function and dysfunction.					1,2	
IV	Neuroendocrine System: Structure, Functions and Abnormalities of Major Glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal	6	develop an appreciation of the neurobiological basis of psychological function and dysfunction.					1,2	

V	Learning and Memory Anterograde and retrograde Amnesia, Korsakoff's Psychosis, Alzheimer disease, Biochemistry of memory.	5	understanding of the influence of behaviour, cognition, and the environment on the bodily system	1,2
Practical	1. Tweezer Dexterity Test 2. General Health Questionnaire 3. Pittsburgh Sleep Quality Index 4. NEO-Five Factor Inventory 5. Verbal Learning Test 6. Prospective & Retrospective Memory Questionnaire.	30	Understand, Explain and Apply about the requirement of both speed and accuracy in manual operation also measure of current mental health	1,2,3,4

REFERENCE BOOKS:

1. Carlson, N. R. (2009). *Foundations of Physiological Psychology* (6th Edition). New Delhi: Pearson Education
2. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). *Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience* (5th Edition). Sunderland, Massachusetts: Sinauer Associates.
1. Khosla, M. (2017). *Physiological Psychology: An Introduction*. New Delhi: SageTexts.
2. *Introduction to Behavioral, Cognitive, and Clinical Neuroscience* (5th Edition). Sunderland, Massachusetts: Sinauer Associates.
3. Leukel, F. (1976). *Introduction to Physiological Psychology*. New Delhi: Pearson.
4. Levinthal, C.F. (1983). *Introduction to Physiological Psychology*. New Delhi: Prentice Hall of India.

OTHER LEARNING RESOURCES:

<https://swayam.gov.in/explorer?searchText=BIOPSYCHOLOGY>
<https://study.com/academy/lesson/what-is-biopsychology-definition-basics.html#:~:text=Biopsychology%20is%20the%20study%20of,Phineas%20Gage%20influenced%20the%20field.>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Synthesis the nature and scope of biopsychology.	1,2,5
2	Identify biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.	2,3,5
3	Develop an understanding of biological mechanisms involved in psychological processes.	7,4
4	Implement the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour.	2,6,8
5	Analyse the basic principles and research concerning learning and cognition in terms of Bio-Psychology.	1,9

SEMESTER – II									
Course Title	SOCIAL CHANGE AND DEVELOPMENT								
Course code	22BAPS123RR	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1.This paper aims to acquaint the students regarding the concept of culture and social change. 2.The syllabus intends to sensitize the students regarding the relevance of socializationand social control in our daily life 3.The syllabus is designed to identify the factors which are responsible for bringing socialchanges in the society.								
CO1	Identify the concept of culture and social change.								
CO2	Implement the relevance of socialization and social control in are daily life.								
CO3	Analyze factors responsible for bringing social changes in the society.								
CO4	Apply sociological theories to understand social phenomena.								
CO5	Demonstrate the ability to critically evaluate explanations of human behavior and social phenomena.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Culture, Socialization and Social Control Concept of Culture, Cultural lag Concept of Socialization Role of culture in the process of socialization Concept of social Control, its needs and importance Deviance and Social Order	9	Understand the concept of social culture.				1,2		
II	Social change: Concept of Social Change Evolutions and revolution Progress and Development Traditional Views of Change and Development Social and Cultural Factors of Development	9	develop an appreciation for changes in social settings.				1,2		

III	Theories of Socialchange Evolutionary Theory Cyclical Theory Functionalist Theory Conflict Theory	9	Understand the factors responsible for bringing social changes in the society	1,2
IV	Factors of Social Change Demographic, technological and economic factor Legislation as a Factor of Social Change Planning as a Factor in Social Change Education as a factor of Social Change Ideology as a Factor of Social Change	9	Understand the factors responsible for bringing social changes in the society.	1,2
V	Obstacles to SocialChange Cultural obstacles Social obstacles	9	understandthe factors responsible for bringing social changes in the society.	1,2

1. Sharma K.L. 2008. Indian Social Structure and Change Jaipur : Rawat Publications
2. Dube S C, 1994. Tradition and Development, New Delhi: Vikas Publishing HousePVT. LTD
3. Rawat, H K, 2010, Sociology: Basic concepts, Jaipur: Rawat
4. Beattie, J., 1966, Other Cultures, London: R.K.P.
5. Moore W.E. 1974. Social Change, New Delhi: Prentice Hall of India Private Limited

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify the concept of culture and social change.	1,2,3,4,5,7,8
2	Implement the relevance of socialization and social control in are daily life.	1,2,3,4,5,7,8,9
3	Analyse factors responsible for bringing social changes in the society.	1,2,3,5,6,7,4
4	Apply sociological theories to understand social phenomena.	1,2,3,4,5,6,7,8
5	Demonstrate the ability to critically evaluate explanations of human behaviour and social phenomena.	1,2,3,4,5,7,8,9

SEMESTER – II									
Course Title	ENVIRONMENTAL STUDIES								
Course Code	22BSBT111R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	4
Pre-Requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1.Awareness: To help the social groups and individuals to acquire knowledge of pollutionand environmental degradation. 2.Knowledge: To help social groups and individuals to acquire knowledge of the environment beyond the immediate environment including distant environment. 3.Attitudes: To help social groups and individuals to acquire a set of values forenvironmental protection.								
CO1	Analyze and appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.								
CO2	Synthesis natural resource, its importance and environmental impacts of Human activities on natural resource.								
CO3	Apply knowledge of environment and ecosystem.								
CO4	Implement the concept of biodiversity and respect them.								
CO5	Demonstrate the conservation of biodiversity and its importance.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Multidisciplinary nature of environmentalstudies: Definition, scope and importance, Need for public awareness.	2	Analyse and appreciate the ethical, cross-cultural, and historical context ofenvironmental issues and the links between human and natural systems.					1,2	
II	Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems. Forest resources: Use and over-exploitation, deforestation, case studies.Timber extraction, mining, dams and their effects on forest and tribal people. Water resources: Use and over-utilization of surfaceand ground water, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources: Use and, renewable and non-renewable energy sources,use of alternate energy sources. Case studies. Land resources: Land as a resource, land degradation,man	8	Synthesis natural resource, its importance and environmental impacts of Humanactivities on natural resource.					1,2	

	induced landslides, soil erosion and desertification. Equitable use of resources for sustainable lifestyles.			
III	Ecosystems Concept of an ecosystem. Structure and function of an ecosystem. Producers, consumer and decomposers. Energyflow in the ecosystem. Ecological succession. Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the Following ecosystem: - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems	6	Apply knowledge of environment and ecosystem.	1,2
IV	Biodiversity and its conservation Introduction – Definition: genetic, species and ecosystem, diversity. Biogeographical classification of India. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. Biodiversity at global, National and local levels. India as a mega diversity nation • Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching wildlife, man-wildlife conflicts. Endangered and endemic species of India Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity	7	Implement the concept of biodiversity and respect them.	1,2
V	Environmental Pollution Definition Cause, effects and control measures of:- Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards. Solid waste. Management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: floods, earthquake, cyclone and landslides	7	Demonstrate the conservation of biodiversity and its importance.	1,2

Reference Books:

- Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
- Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner. Bharucha Erach, The Biodiversity of India, Maupin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, [Email: mapin@icenet.net](mailto:mapin@icenet.net) (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyse and appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.	1,2,3,4,5,6,7,8,9
2	Synthesis natural resource, its importance and environmental impacts of Human activities on natural resource.	1,2,3,4,5,6,7,8,9
3	Apply knowledge of environment and ecosystem.	1,2,3,4,5,6,8,9
4	Implement the concept of biodiversity and respect them.	1,2,3,4,5,6,8,9
5	Demonstrate the conservation of biodiversity and its importance.	1,2,3,4,5,6,8,9

SEMESTER – II									
Course Title	INTERNSHIP-I								
Course Code	22BSBT111R	Total credits: 4 Total hours: 60S	L	T	P	S	R	O/F	C
			0	0	0	4	0	0	1
Pre-Requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. To know about the organization, vision and Missions. 2. To know about the Community. 3. Initiatives taken by the Organizations in the community for the betterment of the community. 4. Understanding the problems in the community with a focus on the mental health needs. 								
CO1	Develop the skills of Documentation and Reporting of Field Work.								
CO2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations								
CO3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO4	Integrate academic theory with practical application in a professional work environment.								
CO5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.								

Placement in a Rehabilitation Centre/ Hospital/ NGOs

a)	Conduct a Needs Assessment
b)	Develop a case study on a psychological Issue
c)	Develop Skills-Observation, Communication,
d)	Assist in the implementation of the Interventions
e)	Develop Interventions to address the needs of the inmates of the Centre
f)	Develop a reflective journal on internship experience and skills learned
g)	Create and present a PPT on the Internship experience

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the skills of Documentation and Reporting of Field Work.	1,2,3,4,5,6,7,8,9,
2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations.	1,2,3,4,5,6,7,8,9
3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.	1,2,3,4,5,6,7,8,9
4	Integrate academic theory with practical application in a professional work environment.	1,2,3,4,5,6,7,8,9
5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.	1,2,3,4,5,6,8,9

SEMESTER – II									
Course Title	Techno-Professional Skill-I								
Course code	22BAPS125	Total credits: 4 Total hours: 30P	L	T	P	S	R	O/F	C
	R		0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> To develop professionally and enhance experiential learning. Prepare students to excel academically by fostering critical thinking and effective study habits. Develop essential learning skills that enhance students' future career prospects. 								
CO1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO2	Apply how to organize and manage time.								
CO3	Identify communication errors and to incorporate possible strategies to prevent errors								
CO4	Analyse critical observation skills to supervise a given scenario.								
CO5	Analyse how to work and collaborate in teams								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
1.	Organizing and Developing Your Ideas and Writing Formulating your ideas; Assessing your sources; How to conduct a literature search; How to read and summarize a Journal Article.	3	Students will develop the knowledge of formulating new ideas and to conduct a quality literature review.					1,2	
2.	Collaboration and teamwork Give and seek input from others (in formulating plans for recommendations). Assist others in solving problems and achieving own goals. Share information, ideas, and suggestions. Ask for help in identifying and achieving goals and solving problems.	3	Students will be able to learn how to work and collaborate in teams					1,2,3	
3.	Organization/time management skills To organize mini events related to certain topics of their course	3	Students will be able to learn how to organize and manage time.					3,4,5	
4.	Communication skills and case studies Identifying communication error Identifying possible solution or strategy for preventing problems	3	The students will be able to identify communication errors and to incorporate possible strategies to prevent errors					3,4,5	
5.	Social Awareness News Paper Reading, Field Observations, Domain Specific Current Affairs	3	It will enable the students with critical observation skills to watch the given scenario					5,6	

TEXT BOOKS

- Beins, B. C., & Beins, A. M. (2020). Effective writing in psychology: Papers, posters, and presentations (3rd ed.).

2. Association (7th ed.). Washington, DC: American Psychological Association.

REFERENCE BOOKS

1. Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide, New York: Taylor and Francis.

OTHER LEARNING RESOURCES:

1. <https://www.bing.com/videos/search?q=Academic+writing+you+tube+research&docid=603532644149918944&mid=47AEF928A9C355FD1D9747AEF928A9C355FD1D97&view=detail&FORM=VIRE>
2. <https://www.socialtables.com/blog/event-planning/event-planning-skills/>
3. <https://tokyo.globalindianschool.org/blog-details/importance-of-communication-skills-for-students>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.	1,2,3,4,5,6,7,8,9
2	Apply how to organize and manage time.	1,2,3,4,5,6,7,8,9
3	Identify communication errors and to incorporate possible strategies to prevent errors	1,2,3,4,5,6,8,9
4	Analyse critical observation skills to supervise a given scenario.	1,2,3,4,5,6,7,8,9
5	Analyse how to work and collaborate in teams	1,2,3,4,5,6,8,9

SEMESTER – II									
Course Title	MOOCS CE-I								
Course code	22BACE121 R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ I semester of first year of the programme								
Course Objectives	1.To develop job ready skills. 2.To enhance added skills of varied interdisciplinary fields. 3.To develop an understanding of psychological distress existing that are of global concern.								

CO1	Identify job ready skill and knowledge.
CO2	Synthesis the knowledge beyond the University curriculum which will aid in their long term personal and professional growth.
CO3	Implements better exposure along with the normal classroom setting.
CO4	analyze better strategy to make leaning accessible.
CO5	Enhance their professional development, and advance their careers through targeted learning experiences.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify job ready skill and knowledge.	1,2,3,4,5,6,7,8,9
2	Synthesis the knowledge beyond the University curriculum which will aid in their longterm personal and professional growth.	1,2,3,4,5,6,7,9
3	Implements better exposure along with the normal classroom setting.	1,2,3,4,5,6,8,9
4	Analyse better strategy to make leaning accessible.	1,2,3,4,5,6,7,8,9
5	Enhance their professional development, and advance their careers through targeted learning experiences.	1,2,3,4,5,6,8,9

SEMESTER – II									
Course Title	Co-Curricular (Non-CGPA)								
Course Code	22BSBT111R	Total credits: 1 Total hours: 60P	L 0	T 0	P 0	S 4	R 0	O/F 0	C 1
Pre-Requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								
Semester	Winter/ II semester of first year of the programme								

Course Objectives	<ol style="list-style-type: none"> 1. Through co-curricular activities, students will learn important skills that include goal setting, teamwork, critical thinking, and public speaking. 2. Engaging in co-curricular activities helps students when they are applying for admissions. 3. To include the achievements in extra-curricular activities on a resume works as evidence of the interests and skills of a student.
CO1	Engage students in their hobbies and interests
CO2	Encourage the students to learn and display their hobbies.
CO3	Enhance higher self-esteem and positive outcome
CO4	Improve social skills of the students.
CO5	Implement better exposure along with the normal classroom setting

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Engage students in their hobbies and interests	1,2,3,4,5,6,7,8,9
2	Encourage the students to learn and display their hobbies.	1,2,3,4,5,6,7,9
3	Enhance higher self-esteem and positive outcome	1,2,3,4,5,7,8,9
4	Improve social skills of the students.	1,2,3,4,5,6,7,8,9
5	Implement better exposure along with the normal classroom setting	1,2,3,4,5,6,8,9

SEMESTER – II									
Course Title	IMPLICATIVE ENGLISH (Communicative English & Soft Skills)								
Course code	22UBD123R	Total credits: 2 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Arts in Psychology								

Semester	Winter/ II semester of first year of the programme			
Course Objectives	1.To introduce the types of sentences and their significance. 2.To strengthen the vocabulary of the students to enhance student' vocabulary to enhance their speaking and writing skills it the importance of dress codes in various organisations. 3.To introduce the 3P's (Planning, prioritizing & performing) of Time Management.			
CO1	Analyze and identify the different types of sentences.			
CO2	Apply the skills of reading and speaking in professional communication.			
CO3	Identify Dress code etiquette sessions to boost confidence and morals.			
CO4	Apply effective and efficient utilization of time.			
CO5	Knowledge of communication will be enhanced through practical examples.			
Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Grammar: i. Interchange of Interrogative and Assertive Sentences, Exclamatory and Assertive Sentences ii. Types of Tenses Common Errors	5	Analyse and identify the different types of sentences.	1,2
II	Vocabulary: i. Synonyms ii. Antonyms Homonyms	5	Apply the skills of reading and speaking in professional communication.	1,2
III	Reading Skills: i. Techniques of Effective Reading ii. Gathering ideas and information from a text iii. The SQ3R Technique Interpret the text	5	Identify Dress code etiquette sessions to boost confidence and morals.	3,4
IV	Conflict Management: i. Definition ii. Type of Conflict Management iii. Effects of Conflict Management Methods to deal with Conflicts (Negative)	5	Apply effective and efficient utilization of time.	1,2
V	Time-Management Skills: i. Introduction To Time Management, ii. Purpose And Importance of Time Management, iii. Basic Tips to Maintain Time.	5	Knowledge of communication will be enhanced through practical examples.	3,4

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping

SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyse and identify the different types of sentences.	1,2,3,4,5,9
2	Apply the skills of reading and speaking in professional communication.	1,2,3,4,5,9
3	Identify Dress code etiquette sessions to boost confidence and morals.	1,2,3,9
4	Apply effective and efficient utilization of time.	1,2,3,4,5,9
5	Knowledge of communication will be enhanced through practical examples.	1,2,3,4,5,9

SEMESTER III									
Course Title	RESEARCH METHODOLOGY								
Course Code	22BAPS211R	Total credits: 4 Total hours: 45T+30P	L	T	P	S	R	O/F	C
			3	0	2	0	0	0	4
Pre-Requisite	-	Co-Requisite-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								

Semester	Fall/III SEMESTER OF 2ND YEAR OF THE PROGRAMME			
Course Objectives	1. To introduce the basic concepts of research methodology in Psychology. 2. To educate students with the process of selecting a research problem and discuss the techniques and tools to be employed in completing a research project. 3. To help students to select an appropriate research design. 4. To address the issues encountered by researchers in completing a research project.			
CO1	Understand and comprehend the basics in research methodology and apply them in research/ project work.			
CO2	Develop research problem and identify the appropriate techniques involved in defining the problem.			
CO3	Identify an appropriate research design.			
CO4	Implement the right techniques and tools in completing a research project.			
CO5	Identify the problems that they might encounter in completing a research project and take up and implement a research project/ study.			
Unit-No	Content	Contact Hours	Learning Outcome	KL
I	An Introduction to Research Methodology: Meaning and objective of research, types of research, significance of research, research process.	9	Students will be able to learn about the basic of research and its process.	Understand
II	Research Problem: What is a Research Process? Selecting the problem. Necessity of defining the problem. Technique involved in defining the problem.	9	Students will understand the research problem and techniques involved to define it.	Understand
III	Research Design: Meaning and need for research design. Features of a Good Design. Basic principles of experimental research designs.	9	Students will be able to develop skills in qualitative and quantitative data analysis and presentation.	Understand
IV	Measurement and Scaling Techniques: Measurement scales sources of error in measurement. Technique of developing measurement tools. Meaning of scaling. Important scaling techniques.	9	Students will be able to demonstrate the ability to choose techniques appropriate to research aims and objectives.	1,2
V	Need and problems of Research: Need for research design, criteria of good research, problems encountered by researchers.	9	Students will be able to know why a research is needed and problems encountered.	4,5

Practical	<ol style="list-style-type: none"> 1. Extensive Literature Survey 2. Survey Creation and Analysis 3. Observational Study 4. Case Study Analysis 5. Ethical Dilemma Discussion 6. Interview Simulation 7. Peer Review Exercise 8. Movie review 	30	Students will be able to take up and implement a research project/ study.	3,4,5,6
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REFERENCE BOOKS:

1. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
2. Qualitative Research: A Guide to Design and Implementation 4th Edition, by Sharan B. Merriam (Author), Elizabeth J. Tisdell (Author)

OTHER LEARNING RESOURCES:

- <https://libguides.wits.ac.za/c.php?g=693518&p=4914913#:~:text=What%20is%20Research%20Methodology%3F,study's%20overall%20validity%20and%20reliability.>
- <https://swayam.gov.in/explorer?searchText=research%20methodology>
- <https://www.veltech.edu.in/wp-content/uploads/2017/05/Research- Methodology.pdf>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand and comprehend the basics in research methodology and apply them in research/ project work.	1,2,3,4,5,6,7,8,9
2	Develop research problem and identify the appropriate techniques involved in defining the problem.	1,2,3,4,5,6,7,8,9
3	Identify an appropriate research design.	1,2,3,4,5,6,7,8,9
4	Implement the right techniques and tools in completing a research project.	1,2,3,4,5,6,7,8,9
5	Identify the problems that they might encounter in completing a research project and take up and implement a research project/ study.	1,2,3,4,5,6,7,8,9

SEMESTER-III									
Course Title	EDUCATIONAL PSYCHOLOGY								
Course Code	22BAPS212R	Total credits: 2 Total hours: 30T	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/III SEMESTER OF 2ND YEAR OF THE PROGRAMME								
Course Objectives	1. To understand the principles and theories of educational psychology that contributes to effective teaching and learning. 2. To analyze the impact of various factors, such as diversity, motivation, and cognitive processes, on student learning and achievement. 3. To apply knowledge of educational psychology to design and implement effective instructional strategies and classroom management techniques.								
CO1	Develop an understanding of the meaning, scope, and relevance of educational psychology, as well as various perspectives on learning and human behavior.								
CO2	Recognize and appreciate socio-cultural differences, gender, socio-economic status, and ethnic and linguistic diversity in educational settings.								
CO3	Acquire knowledge of effective classroom management characteristics and teaching strategies, while considering the impact of technological advancements.								
CO4	Develop an understanding of special education, including responsibilities towards learners with special needs and its educational implications.								
CO5	Explore the concepts of intelligence, learning strategies, and their relationship to creativity and personality development.								
Unit-No	Content	Contact Hours	Learning Outcome				KL		
I	Introduction: Meaning, Nature, Scope of educational Psychology, Relevance of educational Psychology, Behavioristic And Social learning, Humanistic perspectives.	9	Students will be able to Understand the meaning and processes of education at individual and social plains.				1,2		
II	Human Diversity: Socio-cultural differences, Gender, Socio economic status, Ethnic and Linguistic Diversity.	9	Students will be able to Demonstrate an appreciation of various theoretical perspectives on learning in educational contexts.				1,2		
III	Classroom Management: Characteristic of classroom management, Strategies of Teaching methods, Related issues with technological advance.	9	Students will be able to demonstrate scientific and problem-solving attitude.				2		

IV	Exceptional Education: Understanding special education, Responsibilities towards learner's with special needs, Educational implication.	9	Students will be trained in thinking psychologically about educational problems.	2,3,4
V	Creativity and Personality: Intelligence, Learning strategies.	9	Students will be able to explore the concepts of intelligence, learning strategies, and their relationship to creativity and personality development.	4,5

REFERENCE BOOKS:

1. Advanced Educational Psychology by S.K. Mangal (2nd Edition)
2. Badheka, G. (1997). Diva Swapan. New Delhi, India: NBT.
3. Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press. Cornelissen,
4. M., Misra G., & Varma, S. (2010). Foundations of Indian psychology (Vol. 2). New Delhi, India: Pearson.
5. Hupps, N. (2001). Psychic education: A workbook. Pondicherry, India: Sri Aurobindo Ashram.
6. Kapur, M. (2007). Learning from children what to teach them. New Delhi, India: Sage Publications
7. Thapan, M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub.

OTHER LEARNING RESOURCES:

- <https://www.verywellmind.com/what-is-educational-psychology-2795157>
- <https://swayam.gov.in/explorer?searchText=EDUCATIONAL%20PSYCHOLOGY>
https://alison.com/course/fundamentals-of-educational-psychology-and-development?utm_source=google&utm_medium=cpc&utm_campaign=PPC_Tier-4_First_Click_Courses-_Broad_&utm_adgroup=Course-5184_Fundamentals-of-Educational Psychology-and-Development&gclid=Cj0KCQiA4aacBhCUARIsAI55maEfwuWO_ZLj5pptuD6ryzEdAmAvI6AojVne--I--45Ud0YlcgRMx0aAkjgEALw_wcB

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop an understanding of the meaning, scope, and relevance of educational psychology, as well as various perspectives on learning and human behaviour.	1,2,3,4,5,6,7,8,9
2	Recognize and appreciate socio-cultural differences, gender, socio-economic status, and ethnic and linguistic diversity in educational settings.	1,2,3,4,5,6,7,8,9
3	Acquire knowledge of effective classroom management characteristics and teaching strategies, while considering the impact of technological advancements.	1,2,3,4,5,6,7,8,9
4	Develop an understanding of special education, including responsibilities towards learners with special needs and its educational implications.	1,2,3,4,5,6,7,8,9

5	Explore the concepts of intelligence, learning strategies, and their relationship to creativity and personality development.	1,2,3,4,5,6,7,8,9
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SEMESTER-III									
Course Title	SOCIOLOGY OF INDIAN SOCIETY								
Course Code	22BAPS213R	TOTAL CREDITS:2 Total hours:30	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	<p>1. To understand the social structure and dynamics of Indian society by examining its demographic composition, diversity, and cultural traditions.</p> <p>2. To analyze the role and impact of social institutions, such as the caste system, on Indian society and explore their functional importance in traditional and contemporary contexts.</p> <p>3. To examine the status of women in Indian society, their historical journey, and the role of social movements in empowering them. Evaluate the social, political, and economic rights of women and explore legislative remedies for gender equality.</p>								
CO1	Develop an understanding of the demographic structure of Indian society and recognize the unity within the diverse Indian society.								
CO2	Examine the meaning, origins, and functional importance of the caste system in traditional India, as well as its relationship with ethnicity and politics, including its negative impact on Indian democracy.								
CO3	Analyze the status of women in different historical periods, from ancient to modern India, and explore the role of social movements in empowering Indian women.								
CO4	Study the regional distribution of tribes in India, their characteristics, social institutions, development schemes, and constitutional provisions. Explore issues related to tribal identity, movements, problems, and changing trends.								
CO5	Investigate the processes of social change in India, including Sanskritization, westernization, and modernization, and their impact on Indian society.								
Unit-No	Content	Contact Hours	Learning Outcome					KL	
I	Introduction to Indian Society: Demographic structure of Indian Society, racial ethnic, religious, linguistic and cultural diversity in India. Unity in the midst of diversity in India. Types of Indian Society: Tribal, Agrarian, Urban and Industrial	6	Students will be able to Understand the concept of social structure.					2,4,5	
II	Caste System in India: Meaning of Caste. Functional Importance of Caste in Traditional India. Origin of Caste. Caste and Ethnicity. Caste and Politics. Negative Impact of Caste Politics in Indian Democracy.	6	Students will get an idea regarding the caste system in India.					4,5	
III	Status of Women in India: Women in Ancient India - Vedic period, Medieval Period, British Period and After Independence. Women and Empowerment: Role of	6	Students will be able to understand the women's status in India.					4,5	

	different social movements in empowering Indian Women. Social, Political and Economic Rights of Women. 73rd Amendment of the Indian Constitution and Indian Women. Legislative Remedies			
IV	Tribes in India: Regional distribution of tribes in India: Tribe- Definitions, Meaning, Characteristics, Social Institutions of tribal common modules in India, marriages, Development schemes Constitutional provisions Tribal identity and movement: Problems and changing trends.	6	Students will get the knowledge regarding the various tribes of India.	2,4,5
V	Processes of Social Change in India: Sanskritization Westernization Modernization	6	Students will be able to understand the factors responsible for bringing social changes in the society.	2,4,5

REFERENCE BOOKS:

1. Srinivas, M. N.: Caste in Modern India and Other Essays, Asia Publishing House, Bombay, 1964
2. Kapadia, K, M : Marriage and Family in India, Oxford University Press, Calcutta, 1981
3. Srinivas, M.N.: Social Change in Modern India, Orient Longman, New Delhi, 1995
4. Rao, M.S.A. (ed): Urban Sociology in India, Orient Longman, New Delhi, 1974
5. Deshpande, S., 2003, Contemporary India: A Sociological View. New Delhi: Penguin Books, Pp.125-150.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop an understanding of the demographic structure of Indian society and recognize the unity within the diverse Indian society.	4,5,7,8,9
2	Examine the meaning, origins, and functional importance of the caste system in traditional India, as well as its relationship with ethnicity and politics, including its negative impact on Indian democracy.	4,5,7,8
3	Analyze the status of women in different historical periods, from ancient to modern India, and explore the role of social movements in empowering Indian women.	1,4,5,7,8,9,
4	Study the regional distribution of tribes in India, their	1,4,5,7,8

	characteristics, social institutions, development schemes, and constitutional provisions. Explore issues related to tribal identity, movements, problems, and changing trends.	
5	Investigate the processes of social change in India, including Sanskritization, westernization, and modernization, and their impact on Indian society.	1,4,5,7,8

SEMESTER-III									
Course Title	COMMUNITY PSYCHOLOGY								
Course Code	22BAPS214R	Total Credits: 4	L	T	P	S	R	O/F	C
		Total Hours: 45t+30p	3	0	2	0	0	0	4
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	<p>1. To introduce the basic concepts of community psychology, enabling students to analyze and apply these concepts to real-world community issues.</p> <p>2. To explore and internalize core values in community psychology, fostering a commitment to ethical and culturally sensitive practice.</p> <p>3. To acquire knowledge and skills related to promoting health and fitness within communities, including the ability to design and implement effective health promotion programs for various populations.</p>								
CO1	Understand the history and origin of community psychology, along with the theories that underpin this field of study.								
CO2	Recognize the significance of values in the psychology field, emphasizing individual and family wellness, respect for human diversity, social justice, empowerment, and community strength.								
CO3	Explore the role of community psychology in promoting health and fitness and understand the importance of a comprehensive approach to community well-being.								
CO4	Examine the processes involved in health promotion, focusing on specific programs targeting child health, maternal health, physical challenges, and the well-being of the elderly.								
CO5	Understand the intervention processes used for community development and empowerment and explore case studies within the context of India that highlight effective strategies and outcomes.								
Unit-No	Content	Contact Hours	Learning Outcome				KL		
I	Introduction: History and origin of community psychology, meaning, definition, types of community psychology, theories of community psychology	9	Students will get the basic idea about the history and origin of Community Psychology.				1,2		
II	Values: Meaning of values in psychology field, individual and family wellness, respect for human diversity, social justice, empowerment, community strength.	10	Students will be able to appreciate the core values that guide community psychology and facilitate community functions.				2,3,4		
III	Promotion of Health and Fitness: Meaning of health fitness in terms of community Psychology.	8	Students will be able to develop insights with respect to health promotion programs in communities.				2,4,5		
IV	Process of health fitness and promotion: Importance, programs for health promotion-	9	Students will be able to Develop insights with respect to health promotion programs in communities.				2,3,4,5		

	child, maternal, physical challenged and old age.			
V	Intervention: Process that is used for development Process that is used for development and empowerment in community, case studied in the context of India.	9	Students will be able to Demonstrate an appreciation of various interventions on community development.	3,6
Practical's	<ol style="list-style-type: none"> 1. Awareness Programme 2. Eysenck's Personality Questionnaire-R 3. Self-Concept Rating Scale 4. Life Satisfaction Scale 5. Cultural Competence Evaluation 6. Community Resilience Assessment 7. Stress and Coping Assessment 8. Social Support Measurement 	30	Students will be able develop valuable insights into individuals' psychological functioning within their community context.	1,2,3 4,5

REFERENCE BOOKS:

1. 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
2. Fetterman, D.M., Kaftarian, S. J. &Wanderman, A (Eds) (1996) Empowerment Evaluation, New Delhi: Sage Publication.
3. Kloos B. Hill, J Thomas, Wanderman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
4. McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
5. Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.

OTHER LEARNING RESOURCES:

1. <https://swayam.gov.in/explorer?searchText=community%20psychology>
2. <https://www.communitypsychology.com/#:~:text=Community%20psychology%20goes%20beyond%20an,at%20individual%20and%20systemic%20levels>
3. https://www.uml.edu/docs/Resources%20to%20share%202008_tcm18-61904.pdf

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the history and origin of community psychology, along with the theories that underpin this field of study.	1,2,3,4,5,6,7,8,9
2	Recognize the significance of values in the psychology field, emphasizing individual and family wellness, respect for human diversity, social justice, empowerment, and community strength.	1,2,3,4,5,6,7,8,9
3	Explore the role of community psychology in promoting health and fitness and understand the importance of a comprehensive approach to community well-being.	1,2,3,4,5,6,7,8,9
4	Examine the processes involved in health promotion, focusing on specific programs targeting child health, maternal health, physical challenges, and the well-being of the elderly.	1,2,3,4,5,6,7,8,9
5	Understand the intervention processes used for community development and empowerment and explore case studies within the context of India that highlight effective strategies and outcomes.	1,2,3,4,5,6,7,8,9

SEMESTER-III									
Course Title	DISABILITY STUDIES								
Course Code	22baps215r	Total Credits: 3 Total Hours:15t	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	1) To understand the concept of impairment, activity, participation. 2) To understand the characteristics of various disabilities. 3) To learn about different government schemes, policies and legislations for persons with disabilities.								
CO1	Understand the concepts of disability, inclusion, and rehabilitation, and analyze the nature and needs of individuals with disabilities, including the paradigm shifts in rehabilitation.								
CO2	Explore the definition, nature, and management of physical disabilities.								
CO3	Analyze neurodevelopmental disabilities and mental illnesses.								
CO4	Examine other disabilities, including chronic neurological conditions, blood disorders, and multiple disabilities.								
CO5	Explore key disability laws, including the Mental Health Act, Persons with Disabilities Act, Rehabilitation Council of India Act, and National Trust Act.								
Unit-No	Content	Contact Hours	Learning Outcome					KL	
I	Concept and definition of disability 1. Concept of impairment, activity, participation 2. Nature and needs of persons with disabilities 3. Concept of inclusion and diversity 4. Concept of rehabilitation; Evolution of rehabilitation 5. Paradigm shift in rehabilitation	9	Students will understand the concept of impairment, disability and inclusion. They will learn about various rehabilitation and its paradigm shift.					1,2	
II	Definition, nature, and management of Physical Disability 1. Locomotors Disability a. Leprosy Cured Person b. Cerebral Palsy c. Dwarfism d. Muscular Dystrophy e. Acid Attack Victims 2. Visual Impairment a. Blindness b. Low Vision 3. Hearing Impairment a. Deaf b. Hard of Hearing 4. Speech and Language Disability	9	Learner will be able to Explain about different government schemes, policies and legislations for persons with disabilities.					1,2	
III	Definition, nature, and management of Neuro development Disabilities & Mental Illness 1. Intellectual Disability 2. Specific Learning Disabilities 3. Autism Spectrum Disorder 4. Mental Behaviour (Mental Illness)	9	It will enable the learner to understand the basics of Neuro development disabilities and mental illness such as Autism Spectrum Disorder, Intellectual Disability etc.					1,2	
IV	Definition, nature, and management of other Disabilities 1. Chronic Neurological Conditions such	9	Students will be able to understand and manage to a great extent certain chronic neurological conditions and multiple disabilities.					1,2,4	

	as a. Multiple Sclerosis b. Parkinson's Disease 2. Blood Disorder a. Hemophilia b. Thalassemia c. Sickle Cell Disease 3. Multiple Disabilities			
V	Disability Laws 1. Mental Health Act 2. PWD Act 3. RCI Act 4. National Trust Act	9	Learner will get a clear understanding of the various Disability Laws that exist in the country and Worldwide and its implications.	1,2,4,5

REFERENCE BOOKS:

- R1. Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
- R2. Kundu.C.L., 2003. Status of Disability in India. Rehabilitation Council of India, New Delhi.
- R3. Lewis, V.2nd Ed.2003, Development and Disability, Blackwell Publishers, U.K.
- R4. Smith, C.R. (2004) Learning Disabilities: The interaction of students and their environments, Boston: Allyn and Bacon.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concepts of disability, inclusion, and rehabilitation, and analyze the nature and needs of individuals with disabilities, including the paradigm shift in rehabilitation.	1,2,3,4,5,6,7,8,9
2	Explore the definition, nature, and management of physical disabilities.	1,2,3,4,5,6,7,8,9
3	Analyze neurodevelopmental disabilities and mental illnesses.	1,2,3,4,5,6,7,8,9
4	Examine other disabilities, including chronic neurological conditions, blood disorders, and multiple disabilities.	1,2,3,4,5,6,7,8,9
5	Explore key disability laws, including the Mental Health Act, Persons with Disabilities Act, Rehabilitation Council of India Act, and National Trust Act.	1,2,3,4,5,6,7,8,9

SEMESTER-III									
Course Title	Techno-Professional Skill-II								
Course Code	22BAPS216R	Total Credits: 3	L	T	P	S	R	O	C
		Total Hours:30p	0	0	2	0	0	0	1
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	1. To develop professionally and enhance experiential learning. 2. Prepare students to excel academically by fostering critical thinking and effective study habits. 3. Develop essential learning skills that enhance students' future career prospects.								
CO1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO2	Apply how to organize and manage time.								
CO3	Identify communication errors and to incorporate possible strategies to prevent errors								
CO4	Analyze critical observation skills to supervise a given scenario.								
CO5	Analyze how to work and collaborate in teams								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
1.	Organizing and Developing Your Ideas and Writing Formulating your ideas; Assessing your sources; How to conduct a literature search; How to read and summarize a Journal Article.	3	Students will develop the knowledge of formulating new ideas and to conduct a quality literature review.				1,2		
2.	Collaboration and teamwork Give and seek input from others (in formulating plans for recommendations). Assist others in solving problems and achieving own goals. Share information, ideas, and suggestions. Ask for help in identifying and achieving goals and solving problems.	3	Students will be able to learn how to work and collaborate in teams				2,3		
3.	Organization/time management skills To organize mini events related to certain topics of their course	3	Students will be able to learn how to organize and manage time.				3		
4.	Communication skills and case studies Identifying communication error Identifying possible solution or strategy for preventing problems	3	The students will be able to identify communication errors and to incorporate possible strategies to prevent errors				3,4		
5.	Social Awareness News Paper Reading, Field Observations, Domain Specific Current Affairs	3	It will be enable the students with critical observation skills to watch the given scenario				3,5		

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge in reading and summarizing complex ideas, including future directions, from	1,2,3,4,5,6,8,9

	psychological sources and research accurately.	
2	Apply how to organize and manage time.	1,2,3,4,5,6,8,9
3	Identify communication errors and to incorporate possible strategies to prevent errors	1,2,3,4,5,6,8,9
4	analyze critical observation skills to supervise a given scenario.	1,2,3,4,5,6,8,9
5	analyze how to work and collaborate in teams	1,2,3,4,5,6,8,9

SEMESTER-III									
Course Title	INTERNSHIP-II								
Course Code	22BAPS217R	TOTAL CREDITS: 3 TOTAL HOURS:60P	L 0	T 0	P 0	S 4	R 0	O 0	C 1
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	1. To know about the organization, vision and Missions. 2. To know about the Community. 3. Initiatives taken by the Organizations in the community for the betterment of the community. 4. Understanding the problems in the community with a focus on the mental health needs.								
CO1	Develop the skills of Documentation and Reporting of Field Work.								
CO2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations.								
CO3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO4	Integrate academic theory with practical application in a professional work environment.								
CO5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.								

Internship Activities

Placement in a Rehabilitation Centre/ Hospital

- a) Conduct a Needs Assessment
- b) Develop a case study on a psychological Issue
- c) Develop Skills-Observation, Communication,
- d) Assist in the implementation of the Interventions
- e) Develop Interventions to address the needs of the inmates of the Centre
- f) Develop a reflective journal on internship experience and skills learned
- g) Create and present a PPT on the Internship experience

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the skills of Documentation and Reporting of Field Work.	1,2,3,4,5,6,7,8,9
2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations.	1,2,3,4,5,6,7,8,9
3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.	1,2,3,4,5,6,7,8,9
4	Integrate academic theory with practical application in a professional work environment.	1,2,3,4,5,6,7,8,9
5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.	1,2,3,4,5,6,7,8,9

SEMESTER-III									
MOOCS CE-II									
Course Title									
Course Code	22BACE211R	Total Credits: 3	L	T	P	S	R	O	C
Pre-Requisite	-	Total Hours:60p	0	0	0	4	0	0	2
CO-REQUISITE-	-								
Programme	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	1.To develop job ready skills. 2.To enhance added skills of varied interdisciplinary fields. 3.To develop an understanding of psychological distress existing that are of global concern.								
CO1	Identify job ready skill and knowledge.								
CO2	Synthesis the knowledge beyond the University curriculum which will aid in their long term personal and professional growth.								
CO3	Implements better exposure along with the normal classroom setting.								
CO4	Analyze better strategy to make leaning accessible.								
CO5	Enhance their professional development and advance their careers through targeted learning experiences.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify job ready skill and knowledge.	1,2,3,4,5,8,9
2	Synthesis the knowledge beyond the University curriculum which will aid in their long term personal and professional growth.	1,2,3,4,5,8,9
3	Implements better exposure along with the normal classroom setting.	1,2,3,4,5,8,9
4	Analyze better strategy to make leaning accessible.	1,2,3,4,5,8,9
5	Enhance their professional development and advance their careers through targeted learning experiences.	1,2,3,4,5,8,9

SEMESTER-III									
Course Title	Extra-Curricular (Non-CGPA)								
Course Code	22UBEC211	Total Credits: 1 Total Hours:60s	L	T	P	S	R	O	C
			0	0	0	4	0	0	1
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	<ol style="list-style-type: none"> Through co-curricular activities, students will learn important skills that include goal setting, teamwork, critical thinking, and public speaking. Engaging in co-curricular activities helps students when they are applying for admissions. To include the achievements in extra-curricular activities on a resume works as evidence of the interests and skills of a student. 								
CO1	Engage students in their hobbies and interests								
CO2	Encourage the students to learn and display their hobbies.								
CO3	Enhance higher self-esteem and positive outcome								
CO4	Improve social skills of the students.								
CO5	Implement better exposure along with the normal classroom setting								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Engage students in their hobbies and interests	3,4,8,9
2	Encourage the students to learn and display their hobbies.	3,4,5,8,9
3	Enhance higher self-esteem and positive outcome	3,4,5,8,9
4	Improve social skills of the students.	3,4,5,8,9
5	Implement better exposure along with the normal classroom setting	3,4,5,8,9

SEMESTER-III									
COURSE TITLE	Co-Curricular (Non-CGPA)								
COURSE CODE	22UBCC211	TOTAL CREDITS: 1	L	T	P	S	R	O	C
		TOTAL HOURS:60S	0	0	0	4	0	0	1
PRE-REQUISITE	-	CO-REQUISITE-	-						
PROGRAMME	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	<ol style="list-style-type: none"> Through co-curricular activities, students will learn important skills that include goal setting, teamwork, critical thinking, and public speaking. Engaging in co-curricular activities helps students when they are applying for admissions. To include the achievements in extra-curricular activities on a resume works as evidence of the interests and skills of a student. 								
CO1	Engage students in their hobbies and interests								
CO2	Encourage the students to learn and display their hobbies.								
CO3	Enhance higher self-esteem and positive outcome								
CO4	Improve social skills of the students.								
CO5	Implement better exposure along with the normal classroom setting								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Engage students in their hobbies and interests	2,3,4,5,6,7,8,9
2	Encourage the students to learn and display their hobbies.	2,3,4,6,8,9
3	Enhance higher self-esteem and positive outcome	3,4,7,8,9
4	Improve social skills of the students.	3,4,7,8,9
5	Implement better exposure along with the normal classroom setting	3,4,7,8,9

SEMESTER-III									
Course Title	English Language for Excellence								
Course Code	22UBPD212R	Total Credits: 2	L	T	P	S	R	O	C
		Total Hours:60s	0	0	0	4	0	0	2
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	1. To familiarize students with the transformation of sentences and the appropriate preposition. 2. To enhance the writing skills indifferent areas including CV and cover letter writing. 3. To convey meaning by reinforcing, substituting for, or contradicting verbal communication. 4. Productivity and performance-boosting activities for the performance enhancement.								
CO1	Practice of grammar will polish their writing skills.								
CO2	Enhance their communication and interpretative skills.								
CO3	Apply behavioral skills, thoughts, and emotions will enable them to behave in a conscious and productive way.								
CO4	It will have a positive impact in their thought process and problem-solving skills.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Grammar i. Use of Prepositions ii. Tag questions iii. Idioms, Phrases and Clauses iv. Simple, complex, compound sentences	5	Students will develop English grammar will polish their writing skills.	1,2					
II	Grammar i. Active and Passive Voice ii. Direct and Indirect Speech	5	Students will develop English grammar will polish their writing skills.	1,2					
III	Writing Skills i. The Basics of Writing; avoid ambiguity and vagueness ii. Paragraph Writing iii. Precis Writing iv. Letter Writing v. Resume, CV and Cover Letter.	5	Students will be able to enhance the writing skills indifferent areas including CV and cover letter writing.	3					
IV	Self-Management Skills i. SWOT Analysis ii. Self-Regulation-Goal Setting iii. Personal Hygiene	5	The students will be able to understand oneself	3					
V	Non-Verbal Communication-Sciences of Body Language i. What is Non-Verbal Communication & Body Language, ii. Elements of Communication, iii. Types of Body Language, iv. Importance and Impact of Body Language, v. Types of Communication through Body Language, vi. Introduction to Haptic, Introduction to Kinesics, vii. Introduction to Proxemics, viii. Body Language Do's and Don'ts, Doubt Clearing Session	5	The students will be able to understand non-Verbal Communication & Body Language	4,5					
VI	Group Discussion (Theory) i. Importance,	5	The students will be	4,5					

	ii. Planning, Elements, and Skills assessed; iii. Effectively disagreeing, iv. Initiating, v. Summarizing and Attaining the Objective.		able to develop a positive impact in their thought process and problem-solving skills.	
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Text Books:

- Barrett, Grant. 2016. *Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking*, Zephyros Press.
- McDowell, Gayle Laakmann. 2008. *Cracking the Coding Interview* (Indian Edition).

Reference Books:

- Zinsser, William. (2006) *On Writing Well: The Classic Guide to Writing Nonfiction*, Harper Perennial
- Taylor J. and Wright, J., *IELTS Advantage Reading Skills: A step-by-step guide to a high IELTS reading score*, Delta Publishing by Klett
- Murphy, Raymond, (2012) *English Grammar in Use Book with Answers: A Self- Study and Practice Book for Intermediate Learners of English*, Cambridge University Press

Other Learning Resources:

- [https://learning.shine.com/talenteconomy/career-help/top-group-discussion skills/](https://learning.shine.com/talenteconomy/career-help/top-group-discussion-skills/)
- <https://www.coursera.org/articles/conflict-management>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Practice of grammar will polish their writing skills.	1,2,3,4,5,9
2	Enhance their communication and interpretative skills.	1,2,3,4,5,9
3	Apply behavioral skills, thoughts, and emotions will enable them to behave in a conscious and productive way.	1,2,3,4,5,9
4	It will have a positive impact in their thought process and problem-solving skills.	1,2,3,4,5,9

SEMESTER-III									
Course Title	PERSONAL FINANCIAL PLANNING								
Course Code	22UUFL213R	Total Credits: 2 Total Hours:60s	L	T	P	S	R	O	C
			0	0	0	4	0	0	2
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	1. To create awareness among students about the need for possessing financial literacy education. 2. Identification of money as a working asset. 3. Impart the ability to make better financial decisions								
CO1	To understand the importance of financial knowledge and prepare financial plans and budgets and plan and manage personal finances.								
CO2	To understand the need and various kind of banking institutions' instrument and their utilities.								
CO3	To describe the importance of insurance services as social security measures.								
CO4	To manage the money and debt more effectively.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction: i Meaning, need and importance of Financial Literacy; ii Different components of Financial Literacy; iii Prerequisites of financial literacy; iv Savings – Meaning and Difference between savings and investment; v Types of Financial Institutions and the services provided - Banking and Non-Banking; vi Different investment avenues.	6	Understand the functions and innovative services provided by banks, including mobile banking and digital payment methods	1,2					
II	Financial Planning: i. Meaning, need and importance for financial planning, ii. Economic needs, balancing between economic need and resources; iii. Three pillars of investments-risk, return, liquidity; iv. Budgeting and its importance in financial planning; v. Steps involved in Financial Planning Process; vi. Preparation of personal budgets, budget surplus and budget deficit, avenues for savings from surplus, sources for meeting deficit. vii. Informal Society funds and crowd funding	6	Describe various digital payment systems such as NEFT, IMPS, RTGS, and Unified Payment Interface (UPI).	1,2					
III	Banks & Post Office - As financial service provider: i. Meaning and evolution of money, ii. Banks – meaning, types & functions; types of accounts; Formalities to open various accounts. iii. Different types of Post Office saving schemes: Recurring deposit, savings, term deposit; NSC; Kisan Vikas Patra; Monthly Income scheme (MIS) Account, iv. Public Provident Funds (PPF), Senior citizen savings scheme (SCSS), Sukanya Samridhhi Accounts, v. Indian Postal Order; International Money transfer service; Forex Services; vi. Money remittance services; Jansuraksha Scheme.	6	Explain the concept of credit scoring and its importance, including tools like CIBIL.	3,4					
IV	Insurance - As financial service provider: i. Different types of Risks and their Management, Diversification of risk; ii. Meaning, need and importance of Insurance; Types of Insurance – Life Insurance, Health Insurance, General Insurance, Term Insurance, iii. Pension and retirement policies; iv. Post office life insurance schemes, Postal life insurance and rural postal life insurance	6	Identify emerging technologies in digital money markets, including cryptocurrencies, blockchain, and fintech.	1,3,4					

V	Transformations in Digital Money market: i. Various functions & innovative services of Banks; Mobile Banking, NEFT, IMPS, RTGS, ii. Money transfer, Different types of cards- Debit & Credit, E-Banking, Unified payment interface (UPI), iii. Credit Scoring - CIBIL, Digital Banking, crypto currency and related transactions, Fintech, Block chain; Understanding Digital Payments	6	Understand the role of digital banking and the impact of technological advancements on financial services.	3,4
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RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	To understand the importance of financial knowledge and prepare financial plans and budgets and plan and manage personal finances.	1,2,3,4,5,6,7,8,9
2	To understand the need and various kind of banking institutions' instrument and their utilities.	1,2,3,4,5,6,7,9
3	To describe the importance of insurance services as social security measures.	1,2,3,4,5,6,7,9
4	To manage the money and debt more effectively.	1,2,3,4,5,6,7,9

Course Title	BASIC LIFE SAVING SKILLS								
Course Code	22UULS212R	Total Credits: 1 Total Hours:30p	L	T	P	S	R	O	C
			0	0	2	0	0	0	1
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	Fall/BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	III semester of 2 nd year of the programme								
Course Objectives	<p>1. Teach students to perform Cardiopulmonary Resuscitation (CPR) and Basic Life Support (BLS) for adults, children, and infants effectively.</p> <p>2. Provide students with the skills to apply first-aid maneuvers and use Automated External Defibrillators (AEDs) in emergencies.</p> <p>3. Equip students with the knowledge and skills to effectively handle accidents, injuries, and sudden illnesses as first responders.</p>								
CO1	Acquire and apply Basic Life Support (BLS) skills for effective emergency response.								
CO2	Enhance personal attributes for improved communication and collaboration in both personal and professional settings.								
CO3	Recognize, assess, and manage various traumatic injuries and emergencies effectively.								
CO4	Explain the Triage system and its levels, and prioritize patient care based on urgency.								
CO5	Recognize and differentiate between common medical emergencies, such as myocardial infarction.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Basic Life Support (BLS): Introduction of BLS; Chain of survival; ABCs Assessment; CPR and Ventilation Technique; AED; Choking for adult and children	5	Demonstrate the correct application of Basic Life Support (BLS) techniques, including CPR, ventilation, and AED use.				2,4		
II	Soft skills: Introduction; Communications Skills; Situational Skills; Team Work; Other Soft Skills	4	Develop effective communication, situational awareness, teamwork, and other personal attributes for successful interactions.				1,2,4		
III	Trauma emergencies: Introduction; Priorities of Initial approach in pre-hospital care a) Scene safety b) Primary assessment c) Bleeding control d) Helmet removal e) Care of amputated body part f) Extrication of victims and safe transfer g) Cervical spine stabilization h) Cervical collar application i) Splinting of broken Limbs	10	Implement initial trauma care steps, including scene safety, bleeding control, and victim extrication.				1,2,4		
IV	Triage system: Introduction; Flow chart approach of Triage; Triage of Multiple Casualties in Pre-Hospital setting; Triage of Single casualty	5	Understand and apply the Triage system for prioritizing care in both single and multiple casualty situations.				1,2,4		
V	Medical emergencies: Introduction; Victim centered approach in medical emergency; Management of :- a)seizures b)heart attack c)asthma d)diabetic emergencies e)emergency childbirth	6	Recognize and manage common medical emergencies such as seizures, heart attacks, and asthma using a victim-centered approach.				1,2,4		

	f)stroke recovery position			
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REFERENCE BOOKS:

- Nancy Caroline’s Emergency Care in the streets Seventh edition by Jones and Bartlett
- First Aid book by LC Gupta
- Advance Cardiovascular life support and Basic life support provider manual @ American Heart Association (AHA)

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire and apply Basic Life Support (BLS) skills for effective emergency response.	1,2,3,4,5,6,8,9
2	Enhance personal attributes for improved communication and collaboration in both personal and professional settings.	2,3,4,5,6,7,8,9
3	Recognize, assess, and manage various traumatic injuries and emergencies effectively.	1,2,3,4,5,6,7,9
4	Explain the Triage system and its levels, and prioritize patient care based on urgency.	1,2,3,4,5,6,9
5	Recognize and differentiate between common medical emergencies, such as myocardial infarction.	1,2,3,4,5,6,9

SEMESTER-IV									
Course Title	INDUSTRIAL PSYCHOLOGY								
Course Code	22BAPS221R	TOTAL CREDITS: 4	L	T	P	S	R	O	C
		Total Hours :45T+30P	3	0	2	0	0	0	4
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/III semester of 2 nd year of the programme								
Semester	IV semester of 2 nd year of the programme								
Course Objectives	1. 1.To develop a comprehensive understanding of industrial psychology and its applications in various organizational contexts. 2. 2.To develop an understanding of how the various theories and methods of Industrial Psychology apply to the real work-settings. 3. 3.To equip with knowledge and skills to effectively communicate, motivate employees, manage stress and foster a positive work environment.								
CO1	Understand the definition and scope of industrial psychology and its major influences, including scientific management, human relations schools, and the Hawthorne Experiments.								
CO2	Apply effective communication in organizations, understand the purpose of communication, identify barriers to effective communication, and learn how to manage communication effectively.								
CO3	Explore individual factors in the workplace such as motivation, job satisfaction, stress management, organizational culture, leadership, and group dynamics.								
CO4	Analyze the impact of work environment on psychology, including fatigue, boredom, accidents, and safety, as well as understand the importance of job analysis, recruitment, selection, and the reliability and validity of recruitment tests.								
CO 5	Develop an understanding of performance management and its components, with a focus on training and development to enhance employee skills and performance.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Industrial Psychology – Definitions & Scope. Major influences on industrial Psychology- Scientific management and human relations schools Hawthorne Experiments	5	Students will be able to understand the definition and scope of industrial psychology and its major influences, including scientific management, human relations schools, and the Hawthorne Experiments.				1,2		
II	Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication	5	Students will be able to apply effective communication in organizations, understand the purpose of communication, identify barriers to effective communication, and learn how to manage communication effectively.				1,2		
III	Individual in Workplace Motivation and Job satisfaction, stress management. Organizational culture, Leadership & group dynamics.	5	Students will be able to explore individual factors in the workplace such as motivation, job satisfaction, stress management, organizational culture, leadership, and group dynamics.				3		
IV	Work Environment & Engineering Psychology -fatigue. Boredom, accidents and safety. Job Analysis, Recruitment and Selection –	5	Students will be able to analyze the impact of work environment on psychology, including fatigue, boredom,				3		

	Reliability & Validity of recruitment tests.		accidents, and safety, as well as understand the importance of job analysis, recruitment, selection, and the reliability and validity of recruitment tests.	
V	Performance Management: Training & Development.	5	Students will be able to develop an understanding of performance management and its components, with a focus on training and development to enhance employee skills and performance.	4,5
PRACTICAL :	<ol style="list-style-type: none"> 1. Big Five Personality Traits Assessment 2. Emotional Intelligence (EQ) Assessment 3. Organizational Commitment Questionnaire 4. Achievement Motivation Scale 5. Psychological Capital scale 6. Occupational Stress 7. Organizational Citizenship Behavior (OCB) Scale 8. Job Satisfaction Survey 9. Work-Life Balance Assessment 10. Burnout Inventory 	30 hrs.	Students will be able to apply psychological principles and theories to the workplace	1,2,3,4,5

TEXT BOOKS:

1. Aamodt, M.G. (2007) Industrial/Organizational Psychology: An Applied Approach (5th edition) Wadsworth/Thompson: Belmont, C.A.
2. Aswathappa K. (2008). Human Resource Management (fifth edition) New Delhi: Tata McGraw Hill.

REFERENCE BOOKS:

1. Miner J.B. (1992) Industrial/Organizational Psychology. N Y : McGraw Hill.
2. Blum & Naylor (1982) Industrial Psychology. Its Theoretical & Social Foundations CBS Publication

OTHER LEARNING RESOURCES:

1. Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.
2. Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
3. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley
4. Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. Biztantra publishers

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the definition and scope of industrial psychology and its major influences, including scientific management, human relations schools, and the Hawthorne Experiments.	1,2,3,6,8,9
2	Apply effective communication in organizations, understand the purpose of communication, identify	4,6,7,8,9

	barriers to effective communication, and learn how to manage communication effectively.	
3	Explore individual factors in the workplace such as motivation, job satisfaction, stress management, organizational culture, leadership, and group dynamics.	1,3,4,5
4	Analyze the impact of work environment on psychology, including fatigue, boredom, accidents, and safety, as well as understand the importance of job analysis, recruitment, selection, and the reliability and validity of recruitment tests.	1,3,4,5,6,7,8,9
5	Develop an understanding of performance management and its components, with a focus on training and development to enhance employee skills and performance.	1,3,4,5,6,7,8,9

SEMESTER-IV									
Course Title	STATISTICAL APPLICATION IN PSYCHOLOGY								
Course Code	22BAPS222R	TOTAL CREDITS: 4 Total Hours :60T	L 4	T 0	P 0	S 0	R 0	O 0	C 4
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/IV semester of 2 nd year of the programme								
Course Objectives	1) To introduce fundamental concepts about statistical application to psychology. 2) To help learners to understand applications of statistics and learn numerical methods associated with them. 3) To introduce multivariate methods and computer applications to statistics.								
CO1	Develop an understanding of measurement in Psychology and learn classical and modern psychophysical scaling techniques for quantifying sensory experiences.								
CO2	Gain knowledge of fundamental concepts in probability and explore Bayes theorem, tests of normality, and homogeneity of variance.								
CO3	Apply inferential statistics in research works and apply hypothesis testing to means and explore ANOVA for various scenarios.								
CO4	Explore association and prediction methods such as correlation, linear regression, logistic regression, and nonparametric tests. Understand chi-square tests for goodness of fit and independence.								
CO 5	Develop an understanding of factor analysis, including extraction and rotation methods. Learn about confirmatory factor analysis and gain practical skills in using statistical software packages.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Fundamental concepts of measurement: a) Need for measurement in Applied Psychology b) Quantification of sensory experiences – classical and modern psychophysical scaling techniques.	5	Students will be able to understand the measurement in Psychology and learn classical and modern psychophysical scaling techniques for quantifying sensory experiences.	1,2					
II	Preliminary Concepts a. Probability: axioms, random variables, expected value, Central limit theorem b. Discrete distributions- Bernoulli, Binomial, Poisson c. Continuous Distributions: Normal, t, F, Chi square, Exponential d. Bayes theorem, Normality and tests of normality, Homogeneity of variance and tests for H.O.V	5	Students will be able to understand the fundamental concepts of probability and explore Bayes theorem, tests of normality, and homogeneity of variance	1,2					
III	Inferential Statistics a. Inference: estimation theory, statistical hypothesis testing, types of errors. Properties of estimators, methods of estimation: method of moments, least square, maximum likelihood. b. Descriptive statistics: central tendency and variability, power and effect size. c. Hypothesis testing applied to means: Single mean, Two means (independent and dependent) d. ANOVA- One-Way Independent ANOVA, One Way Repeated ANOVA, Two-Way Independent ANOVA, One Way MANOVA	5	Students will be able to apply inferential statistics in research works and apply hypothesis testing to means and explore ANOVA for various scenarios.	3					
IV	Association, Prediction and Other Methods a. Correlation: product	5	Students will be able to explore association and	3					

	moment, partial correlation, special correlations. b. Linear regression (OLS), Multiple Linear regression, Logistic Regression. c. Nonparametric correlations and tests: Kendall's tau; Spearman's rho, Mann Whitney U and Kruskal Wallis, Wilcoxon signed rank d. Chi square test for goodness of fit and test for independence		prediction methods such as correlation, linear regression, logistic regression, and nonparametric tests. Understand chi-square tests for goodness of fit and independence.	
V	Factor Analysis and Software Packages a. Factor analysis: basic concepts b. Methods of Extraction and Methods of Rotation c. Confirmatory Factor Analysis. d. R: syntax, data management, Descriptive; graphs; basic and multivariate statistics in R; R GUI.	5	Students will be able to develop an understanding of factor analysis, including extraction and rotation methods. Learn about confirmatory factor analysis and gain practical skills in using statistical software packages.	4,5

TEXT BOOKS:

1. Belhekar, V. M. (2016). Statistics for Psychology Using R. SAGE publications.
2. Howell, D. (2009). Statistical Methods for Psychology (7th ed.). Wadsworth.
3. Wilcox R. R. (2009). Basic Statistics: Understanding Conventional Methods and Modern Insights. NY: OUP.
4. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical reasoning in psychology and education. Singapore: John-Wiley.
5. Aron & Aron (2008). Statistics for Psychology (5th ed). New Delhi: Pearson

REFERENCE BOOKS:

1. Daniel, W. W. (1995). Biostatistics. (6th Ed.). N.Y.: John Wiley.
2. Field, A., Miles, J., and Field, Z. (2012). Discovering Statistics Using R. NY: Sage. 3
3. Gorsuch, R. L. (1983). Factor Analysis. Laurence Erlbaum
4. Guilford, J. P., & Fructore, B. (1978). Fundamental statistics for psychology and education. N.Y.: McGraw-Hill.
5. Statistics for social sciences. San Diego: Academic Press. 13. Wilcox, R. R. (2011). Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction. CRC Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop an understanding of measurement in Psychology and learn classical and modern psychophysical scaling techniques for quantifying sensory experiences.	1,2,3,6,9
2	Gain knowledge of fundamental concepts in probability and explore Bayes theorem, tests of normality, and homogeneity of variance.	1,3,6,7,8
3	Apply inferential statistics in research works and apply hypothesis testing to means and explore ANOVA for various scenarios.	3,5,6,7,9
4	Explore association and prediction methods such as correlation, linear regression, logistic regression, and nonparametric tests. Understand	1,2,3,4,5,6,8,9

	chi-square tests for goodness of fit and independence.	
5	Develop an understanding of factor analysis, including extraction and rotation methods. Learn about confirmatory factor analysis and gain practical skills in using statistical software packages.	1,2,3,4,5,6,8,4,9

SEMESTER-IV									
Course Title	Techno-Professional Skill-III								
Course Code	22BAPS224R	TOTAL CREDITS: 1 Total Hours :30	L	T	P	S	R	O	C
			0	0	2	0	0	0	1
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/IV semester of 2 nd year of the programme								
Course Objectives	1. To develop professionally and enhance experiential learning. 2. Prepare students to excel academically by fostering critical thinking and effective study habits. 3. Develop essential learning skills that enhance students' future career prospects.								
CO1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO2	Apply how to organize and manage time.								
CO3	Identify communication errors and to incorporate possible strategies to prevent errors								
CO4	Analyze critical observation skills to supervise a given scenario.								
CO5	Analyze how to work and collaborate in teams								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
1.	Organizing and Developing Your Ideas and Writing Formulating your ideas; Assessing your sources; How to conduct a literature search; How to read and summarize a Journal Article.	3	Students will develop the knowledge of formulating new ideas and to conduct a quality literature review.	1,2					
2.	Collaboration and teamwork Give and seek input from others (in formulating plans for recommendations) Assist others in solving problems and achieving own goals. Share information, ideas, and suggestions. Ask for help in identifying and achieving goals and solving problems.	3	Students will be able to learn how to work and collaborate in teams	2,3					
3.	Organization/time management skills To organize mini events related to certain topics of their course	3	Students will be able to learn how to organize and manage time.	3					
4.	Communication skills and case studies Identifying communication error Identifying possible solution or strategy for preventing problems	3	The students will be able to identify communication errors and to incorporate possible strategies to prevent errors	3,4					
5.	Social Awareness News Paper Reading, Field Observations, Domain Specific Current Affairs	3	It will be enable the students with critical observation skills to watch the given scenario	3,5					

TEXT BOOKS

1. Beins, B. C., & Beins, A. M. (2020). Effective writing in psychology: Papers, posters, and presentations (3rd ed.).
2. Association (7th ed.). Washington, DC: American Psychological Association.

REFERENCE BOOKS:

1. Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide, New York: Taylor and Francis.

OTHER LEARNING RESOURCES:

<https://www.bing.com/videos/search?q=Academic+writing+you+tube+research&docid=603532644149918944&mid=47AEF928A9C355FD1D9747AEF928A9C355FD1D97&view=detail&F>

<https://www.socialtables.com/blog/event-planning/event-planning-skills/>

<https://tokyo.globalindianschool.org/blog-details/importance-of-communication-skills-for-students>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.	1,2,3,4,5,6,8,9
2	Apply how to organize and manage time.	1,2,3,4,5,6,8,9
3	Identify communication errors and to incorporate possible strategies to prevent errors	1,2,3,4,5,6,8,9
4	Analyze critical observation skills to supervise a given scenario.	1,2,3,4,5,6,8,9
5	Analyze how to work and collaborate in teams	1,2,3,4,5,6,8,9

SEMESTER-IV									
Course Title	INTERNSHIP-III								
Course Code	22BAPS225R	Total Credits: 1 Total Hours :60s	L	T	P	S	R	O	C
			0	0	0	4	0	0	1
Pre-Requisite	-	CO-REQUISITE-							
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/IV semester of 2 nd year of the programme								
Course Objectives	1) To know about the organization, vision and Missions. 2) To know about the Community. 3) Initiatives taken by the Organizations in the community for the betterment of the community. 4) Understanding the problems in the community with a focus on the mental health needs.								
CO1	Develop the skills of Documentation and Reporting of Field Work.								
CO2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations.								
CO3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO4	Integrate academic theory with practical application in a professional work environment.								
CO5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.								

Internship Activities

Placement in a Rehabilitation Centre/ Hospital

- Conduct a Needs Assessment
- Develop a case study on a psychological Issue
- Develop Skills-Observation, Communication,
- Assist in the implementation of the Interventions
- Develop Interventions to address the needs of the inmates of the Centre
- Develop a reflective journal on internship experience and skills learned
- Create and present a PPT on the Internship experience

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the skills of Documentation and Reporting of Field Work.	1,2,3,4,5,6,7,8,9
2	Demonstrate the appropriate approaches in practice and how they must be adapted to specific situations.	1,2,3,4,5,6,7,8,9
3	Apply the knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.	1,2,3,4,5,6,7,8,9
4	Integrate academic theory with practical application in a professional work environment.	1,2,3,4,5,6,7,8,9
5	Synthesizes the ways to recognize and describe problems operationally in order to study them empirically.	1,2,3,4,5,6,7,8,9

SEMESTER-IV									
Course Title	MOOCS CE-III								
Course Code	22BACE221R	TOTAL CREDITS: 2 Total Hours :60P	L	T	P	S	R	O	C
			0	0	4	0	0	0	2
Pre-Requisite		CO-REQUISITE-							
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/IV semester of 2 nd year of the programme								
Course Objectives	1.To develop job ready skills. 2.To enhance added skills of varied interdisciplinary fields. 3.To develop an understanding of psychological distress existing that are of global concern.								
CO1	Identify job ready skill and knowledge.								
CO2	Synthesis the knowledge beyond the University curriculum which will aid in their long term personal and professional growth.								
CO3	Implements better exposure along with the normal classroom setting.								
CO4	Analyze better strategy to make leaning accessible.								
CO5	Enhance their professional development, and advance their careers through targeted learning experiences.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify job ready skill and knowledge.	1,2,3,4,5,8,9
2	Synthesis the knowledge beyond the University curriculum which will aid in their long term personal and professional growth.	1,2,3,4,5,8,9
3	Implements better exposure along with the normal classroom setting.	1,2,3,4,5,8,9
4	Analyze better strategy to make leaning accessible.	1,2,3,4,5,8,9
5	Enhance their professional development, and advance their careers through targeted learning experiences.	1,2,3,4,5,8,9

SEMESTER-IV									
Course Title	Co-Curricular (Non-CGPA)								
Course Code	22UBCC221	TOTAL CREDITS: 1 Total Hours :60P	L	T	P	S	R	O	C
			0	0	4	0	0	0	1
Pre-Requisite	-	CO-REQUISITE-		-					
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/IV semester of 2 nd year of the programme								
Course Objectives	1) Through co-curricular activities, students will learn important skills that include goal setting, teamwork, critical thinking, and public speaking. 2) Engaging in co-curricular activities helps students when they are applying for admissions. 3) To include the achievements in extra-curricular activities on a resume works as evidence of the interests and skills of a student.								
CO1	Engage students in their hobbies and interests								
CO2	Encourage the students to learn and display their hobbies.								
CO3	Enhance higher self-esteem and positive outcome								
CO4	Improve social skills of the students.								
CO5	Implement better exposure along with the normal classroom setting								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Engage students in their hobbies and interests	1,2,3,4,5,6,7,8
2	Encourage the students to learn and display their hobbies.	1,2,3,5,7
3	Enhance higher self-esteem and positive outcome	2,3,6,7,8
4	Improve social skills of the students.	2,3,6,7,8
5	Implement better exposure along with the normal classroom setting	2,3,6,7,8

SEMESTER-IV								
Course Title	Extra-Curricular (Non-CGPA)							
Course Code	22UBEC221	Total Credits: 3	L	T	P	S	R	C
		Total Hours :	0	0	4	0	0	1
Pre-Requisite	-	CO-REQUISITE-		-				
Programme	BACHELOR OF ARTS IN PSYCHOLOGY							
Semester	Winter/IV semester of 2 nd year of the programme							
Course Objectives	<ol style="list-style-type: none"> Through co-curricular activities, students will learn important skills that include goal setting, teamwork, critical thinking, and public speaking. Engaging in co-curricular activities helps students when they are applying for admissions. To include the achievements in extra-curricular activities on a resume works as evidence of the interests and skills of a student. 							
CO1	Engage students in their hobbies and interests							
CO2	Encourage the students to learn and display their hobbies.							
CO3	Enhance higher self-esteem and positive outcome							
CO4	Improve social skills of the students.							
CO5	Implement better exposure along with the normal classroom setting							

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Engage students in their hobbies and interests	2,3,7,8
2	Encourage the students to learn and display their hobbies.	2,3,7,8
3	Enhance higher self-esteem and positive outcome	2,3,4,7,8
4	Improve social skills of the students.	2,3,4,7,8
5	Implement better exposure along with the normal classroom setting	2,3,4,7,8

SEMESTER-IV									
Course Title	UNIVERSAL HUMAN VALUE (UHV) + PROFESSIONAL ETHICS								
Course Code	22UUHV101R	Total Credits: 2	L	T	P	S	R	O	C
		Total Hours: 15t+30p	1	0	2	0	0	0	2
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/IV SEMESTER OF 2 ND YEAR OF THE PROGRAMME								
Course Objectives	<ol style="list-style-type: none"> Develop holistic perspective based on self-exploration about self (human being), family, society and nature/existence. Understand (or developing clarity) of harmony in human beings, family, society and nature/existence. Strengthen self-reflection. Develop Commitment and courage to act. 								
CO1	Learn and understand the Need, Guidelines, Content and Process for Value Education								
CO2	Fulfill the human aspirations like understanding and living in harmony at various levels								
CO3	Learn and understand harmony in family and society								
CO4	Learn and understand harmony in nature and existence								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
1.	Course Introduction - Need, Basic Guidelines, Content and Process for Value Education 1. Understanding the need, basic guidelines, content, and process for Value Education 2. Self-Exploration—what is it? - its content and process; Natural Acceptance” and Experiential Validation- as the mechanism for self- exploration 3. Continuous Happiness and Prosperity- A look at basic Human Aspirations 4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority 5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario Method to fulfill the above human aspirations: understanding and living in harmony at various levels.	8	Students will be able to learn and understand the Need, Guidelines, Content and Process for Value Education.	1,2					
2.	UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself! 1. Understanding human being as a co-existence of the sentient ‘I’ and the material Body” 2. Understanding the needs of Self (‘I’) and Body - Sukh and Suvidha 3. Understanding the Body as an instrument of ‘I’ (I being the doer, seer and enjoyer) 4. Understanding the characteristics and activities of ‘I’ and harmony in ‘I’ 5. Understanding the harmony of ‘I’ with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail 6. Programs to ensure Sanyam and Swasthya - Practice Exercises and Case Studies will be taken up in Practice Sessions.	9	Students will be able to fulfill the human aspirations like understanding and living in harmony at various levels	2,3					
3.	UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-	10	Students will be able to learn and	3					

	<p>Human Relationship</p> <ol style="list-style-type: none"> 1. Understanding Harmony in the family – the basic unit of human interaction 2. Understanding values in human-human relationship; meaning of Nyaya and program for its fulfilment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship 3. Understanding the meaning of Vishwas; Difference between intention and competence 4. Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship 5. Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals 6. Visualizing a universal harmonious order in society- Undivided Society (Akhand Samaj), Universal Order (Sarvabhaum Vyawastha)- from family to world family! -Practice Exercises and Case Studies will be taken up in Practice Sessions. 		understand harmony in family and society	
4.	<p>Understanding Harmony in the Nature and Existence -Whole existence as Co-existence</p> <ol style="list-style-type: none"> 1. Understanding the harmony in the Nature 2. Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature 3. Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space 4. Holistic perception of harmony at all levels of existence-Practice Exercises and Case Studies will be taken up in Practice Sessions. 	9	The students will be able to learn and understand harmony in nature and existence	3,4
5.	<p>Implications of the above Holistic Understanding of Harmony on Professional Ethics</p> <ol style="list-style-type: none"> 1. Natural acceptance of human values 2. Definitiveness of Ethical Human Conduct 3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order 4. Competence in professional ethics: <ol style="list-style-type: none"> a) Ability to utilize the professional competence for augmenting universal human order b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems, c) Ability to identify and develop appropriate technologies and management patterns for above production systems. 5. Case studies of typical holistic technologies, management models and production systems 6. Strategy for transition from the present state to Universal Human Order: <ol style="list-style-type: none"> a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers b) At the level of society: as mutually enriching institutions and organizations 	9	The students will be able to learn the implications of Holistic Understanding of Harmony on Professional Ethics	3,5

Text Books

T1: R.R Gaur, R Sangal, G P Bagaria, *A foundation course in Human Values and professional Ethics*, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2

Reference Books

1. B L 2000, *How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati*
2. A Nagraj, 1998, *Jeevan Vidya ek Parichay*, Divya Path Sansthan, Amarkantak.
3. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
A.N. Tripathy, 2003, *Human Values*, New Age International Publishers.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn and understand the Need, Guidelines, Content and Process for Value Education	1,6,7
2	Fulfill the human aspirations like understanding and living in harmony at various levels	4,5,8,9
3	Learn and understand harmony in family and society	3,5,6
4	Learn and understand harmony in nature and existence	1,4,6,9

SEMESTER-IV									
Course Title	ENGLISH FOR EMPLOYABILITY (Communicative English & Soft Skills)								
Course Code	22UBPD222R	Total Credits: 2	L	T	P	S	R	O	C
		Total Hours: 60p	0	0	4	0	0	0	2
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/IV SEMESTER OF 2 ND YEAR OF THE PROGRAMME								
Course Objectives	1. To acquaint students with the various tools of effective presentation. 2. To acquire the speaking skill instruct, influence, engage, educate, or appease the listeners. 3. To increase proficiency, presentability and quality of resume and provide guidance for self promotion and self-evaluation in social media. 4. To prepare and train the students for the campus drives & walking interviews								
CO1	It will prepare the learners to speak with greater control and charisma in front of others.								
CO2	It will have a positive impact on their thought process and problem-solving skills								
CO3	It will arm the students with all the necessary tools and skill sets to prepare a professional resume. They will learn and assess themselves in social media.								
CO4	It will impart them techniques to solve critical problems in interview, develop interviews, improve their communication skills, boost their confidence.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
1.	Presentation Skills i. Introduction ii. Essential characteristics of a good presentation iii. Preparation of a good presentation		3	Students will develop speaking skills with greater control and charisma in front of others.				1,2	
2.	Public Skills i. Fear of Public Speaking, ii. Understanding and Overcoming Fear of Public Speaking, iii. Confidence and Control, iv. Physiology and Stress-Control/Process, v. Tips for Presentations and Public Speaking, vi. Tips for Using Visual Aids in Presentations, vii. Process for Preparing and Creating Presentations, viii. Delivering Presentations Successfully, ix. Doubt Clearing and Summary of Main Points		3	Students will be able to improve public speaking.				2,3	
3.	Practical session on Resume, Curriculum Vitae, Writing cover letter & LinkedIn Profile i. Preparation, submission & screening of Resume. ii. Practical session on cover letter screening session iii. Creating profile in LinkedIn iv. How to utilize it		3	Students will be able to prepare a professional resume. They will learn and assess themselves in social media.				3	
4.	Leadership & Management Skills i. Concepts of Leadership ii. Leadership Styles iii. Manager VS Leader iv. How to be an Effective Leader v. Mock/Practice Session, vi. Doubt Clearing Session		3	The students will be able to develop Leadership & Management Skills.				3,4	

5.	Interview Skills & Dress code Ethics i. Types of interview-telephonic, virtual & face to face ii. Online interview, personal interview, iii. Panel interview, iv. Group interview, v. JAM session, vi. Types of interview questions-traditional/common interview questions, vii. Case interview questions, viii. General Strategies for answering questions, ix. Marketing your skills and experiences, x. Preparation before the interview, xi. How to dress up for an interview, xii. How to maintain eye contact and positive body language, xiii. How to be presentable, xiv. Interview dos and don'ts, xv. Introduction to Dress Code Ethics, xvi. Purpose and Importance xvii. How to Make FIRST IMPRESSION, xviii. What to Wear During Interviews or Any Other Formal Meetings – Male & Female	3	The students will be able to develop Interview Skills & insights on Dress code Ethics.	3,5
6.	Mock Interview i. Practical Mock Interview, ii. Feedback-Receiving Feedback, iii. Giving Feedback, iv. Advantages of Effective Feedback v. How to deal with negative feedback		The students will be able to apply techniques to solve critical problems in interview, develop interviews, improve their communication skills, boost their confidence.	4,5

Text Books:

- Barrett, Grant. 2016. *Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking*, Zephyros Press.
- McDowell, Gayle Laakmann. 2008. *Cracking the Coding Interview* (Indian Edition).

Reference Books:

- Zinsser, William. (2006) *On Writing Well: The Classic Guide to Writing Nonfiction*, Harper Perennial
- Taylor J. and Wright, J., *IELTS Advantage Reading Skills: A step-by-step guide to a high IELTS reading score*, Delta Publishing by Klett
- Murphy, Raymond,.(2012) *English Grammar in Use Book with Answers: A Self- Study and Practice Book for Intermediate Learners of English*, Cambridge University Press

Other Learning Resources:

- [https://learning.shine.com/talenteconomy/career-help/top-group-discussion skills/](https://learning.shine.com/talenteconomy/career-help/top-group-discussion-skills/)<https://www.coursera.org/articles/conflict-management>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	It will prepare the learners to speak with greater control and charisma in front of others.	6,7
2	It will have a positive impact on their thought process and problem-solving skills	8,9

3	It will arm the students with all the necessary tools and skill sets to prepare a professional resume. They will learn and assess themselves in social media.	3,5
4	It will impart them techniques to solve critical problems in interview, develop interviews, improve their communication skills, boost their confidence.	1,9

SEMESTER-IV									
Course Title	BASIC ACCLIMATIZING SKILLS								
Course Code	22UULS221R	Total Credits: 2	L	T	P	S	R	O	C
		Total Hours: 15t+30p	1	0	2	0	0	0	2
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/IV SEMESTER OF 2 ND YEAR OF THE PROGRAMME								
Course Objectives	1. To impart knowledge of the fundamentals of Hospitality industry and its applications. 2. To familiarize with the cooking equipments & Utensils. 3. To handle different modes of reservations.								
CO1	Students will have basic knowledge of cooking methods.								
CO2	Students will gain the knowledge of organizing & Cleaning of Rooms.								
CO3	Students will be able to gain the travel management concept.								
CO4	Students will be able to acquire the knowledge of basic household's amenities for day-to-day use.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction to Accommodation Management <ul style="list-style-type: none"> • Telephone handling techniques • Organizing rooms • Cleaning equipment and its uses • Bed-making process 	6	Demonstrate effective telephone handling techniques and the organization of rooms.	2,3					
II	Fundamental of Cooking <ul style="list-style-type: none"> • Uses of basic cooking equipments • Uses of fire and Fuel • Different cuts of vegetables • Uses of herbs & spices • Regional Food Habits 	6	Identify and use basic cooking equipment, fire, and fuel, and apply different cuts of vegetables.	2,3					
III	Food and Beverage skills <ul style="list-style-type: none"> • Introduction to catering industry • Types menus and beverages • Identifications of Cutlery, crockery & glassware • Table etiquettes or manners • Customer handling skills or Situation Handling 	6	Recognize various cutlery, crockery, and glassware, and demonstrate proper table etiquettes and customer handling skills.	3,4					
IV	Travel management <ul style="list-style-type: none"> • Travel Documentation (Types) • Application of passport & Visa • Tourism products (UNESCO sites) • Types of logistics in travel and tourism management. 	6	Understand different types of travel documentation and the application process for passports and visas.	4,5					
V	Basic Hospitality Skills <ul style="list-style-type: none"> • Various Egg Preparations • Canapés preparations • Mocktails & Shakes preparations • Butter Rice / Lemon Rice • Various Lentils Preparations • 1 non-veg preparation/ 1 veg preparation 	6	Prepare various egg dishes, canapés, mocktails, shakes, and regional food items such as butter rice, lemon rice, and lentils.	4,5					

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic knowledge of cooking methods.	3,4,5,9
2	Students will gain the knowledge of organizing & Cleaning of Rooms.	1,2,3,5,9
3	Students will be able to gain the travel management concept.	2,3,5,6,8
4	Students will be able to acquire the knowledge of basic household's amenities for day-to-day use.	2,5,7,8

SEMESTER-V									
Course Title	Health Psychology								
Course Code	22BAPS311RR	Total Credits: 3 Total Hours: 30t+30p	L	T	P	S	R	O	C
			2	0	2	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	<p>1. Students will be able to demonstrate knowledge of the interrelated influences on individuals' health issues by applying the biopsychosocial model.</p> <p>2. Students will be able to construct a multi-perspective analysis of a global health issue using the biopsychosocial model.</p> <p>3. All students will demonstrate a willingness to engage prevention/intervention using the biopsychosocial model to address individual or global health problems.</p>								
CO1	Analyze the mind-body relationship and apply the bio-psychological model, demonstrating a comprehensive understanding of health psychology principles.								
CO2	Evaluate health behaviours, overcoming barriers using devised strategies, showcasing proficiency in modifying health-compromising behaviours.								
CO3	Apply stress theories to identify sources and propose effective coping strategies for chronic stress and related disorders.								
CO4	Devise personalized plans integrating health-enhancing behaviours, stress management, and pain coping strategies.								
CO5	Assess psychological aspects of chronic illnesses, design interventions, and manage emotional responses for improved quality of life.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction: Introduction to health psychology; definition of mind – body relationship, goals of health psychology; bio- psychological model of health.	7	Student will be able to Demonstrate knowledge of the seminal empirical foundations for our current knowledge of health psychology.	1,2					
II	Behaviour and Health: Characteristics of health behaviour. Barriers to health behaviour. Theories of health behaviour. Health compromising behaviour. Smoking, Alcoholism and Substance abuse.	10	Student will ne able to apply practical knowledge gained in real life choices.	1,2,4					
III	Stress and Coping: Theories of stress 'Selye and Lazarus', Stress and health sources of chronic stress. Stress related illness- PISD and acute stress disorder, Digestive system disorder; coping with stress methods.	10	They will engage in willingness of prevention and intervention to overcome health issues.	2,3,4					
IV	Health Enhancing Behaviour and Pain: Exercise, nutrition, safety, stress management. Psychological factors and pain; Individual difference in reactions to pain. Types of pain, Assessment of pain.	8	Students will construct a multilevel analysis of global health issues	2,3,4,5					
V	Chronic illness and management: Cardiovascular diseases, Cancer, AIDS, Living with chronic illness, Quality of life, Emotional response to chronic illness.	10	Student will assess and critically evaluate various health related issues.	1,2,4,5					

Practical	Short Health Anxiety Inventory			
II	Brief Cope Scale			
III	Health Behaviour Observation: Conduct observations of people's Health behaviours in a park or any public space.			
IV	Health Risk Assessment: Administer a Health Risk Assessment Tool to a participant and provide feedback on their results.			
V	Health Promotion Program: Develop a Health Promotion Programme for a specific population.	30		1,2,3,4
VI	Case Study Analysis: Analyze a case study of a person with chronic illness and develop a health psychology intervention plan.			
VII	Make a list of Health Enhancing Behaviours			
VIII	Make a list of Health Compromising Behaviours.			

REFERENCE BOOKS:

1. Shelley E. Taylor, Health Psychology, Mc Graw Hill Education (India) Pvt Ltd.
2. Ogden, J. (2012). Health Psychology. Mc Graw Hill Foundation
3. Morrison, V., & Bennett P. (2009). Introduction to Health Psychology (2nd Ed) Pearson Education Limited, New York.
4. Serafino, E. P. (1994). Health Psychology, Biopsychosocial interactions. John Wiley & Sons, New York.

OTHER LEARNING RESOURCES: <https://youtu.be/qink-sq-f60>
<https://youtu.be/D0KY4JdsAbE>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze the mind-body relationship and apply the bio-psychological model, demonstrating a comprehensive understanding of health psychology principles.	1,2,3,4,5,6,7,8,9
2	Evaluate health behaviours, overcoming barriers using devised strategies, showcasing proficiency in modifying health-compromising behaviours.	1,2,3,4,5,6,7,8,9
3	Apply stress theories to identify sources and propose effective coping strategies for chronic stress and related disorders.	1,2,3,4,5,6,7,8,9
4	Devise personalized plans integrating health-enhancing behaviours, stress management, and pain coping strategies.	1,2,3,4,5,6,7,8,9
5	Assess psychological aspects of chronic illnesses, design interventions, and manage emotional responses for improved quality of life.	1,2,3,4,5,6,7,8,9

SEMESTER-V									
Course Title	Psychological Assessment								
Course Code	22BAPS312R	Total Credits: 3 Total Hours: 45t+30p	L	T	P	S	R	O	C
			3	0	2	0	0	0	4
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1. To familiarize the students with the history and assessment techniques of various psychological attributes. 2. To explain the principles of test construction. 3. To understand the applications of various psychological tests and assessments with a wider range of population.								
CO1	Examine the meaning and characteristics of psychological tests, trace their history, differentiate testing from assessment, and categorize types of psychological tests.								
CO2	Construct reliable psychological tests, assess validity and reliability, and establish norms for meaningful standardization.								
CO3	Apply psychometric and projective techniques, conduct clinical interviews, and assess intellectual functioning, personality, and behaviour.								
CO4	Demonstrate the ability to administer psychological tests and assessments used in range of settings of Applied Psychology.								
CO5	Apply the different types of psychological tests.								
Unit-No.	Content	Contact Hour	Learning Outcome						KL
I	INTRODUCTION TO PSYCHOLOGICAL TESTS: Meaning of Psychological Tests, Characteristics of Psychological Tests, Brief History of Psychological Tests; Difference between psychological testing and assessment; types of psychological tests.	7	Students will be able to describe the origins of Psychological Tests, its characteristics and also learn about its types.						1,2
II	TESTS MEASUREMENT AND STANDARDIZATION: Steps in test construction, Item Analysis, Item Difficulty, Reliability: Meaning, Types, Method for Assessing reliability, Validity: Meaning and types, Norms:	10	Students will acquire the ability to construct Psychological Tests.						1,2

	Meaning and Types			
III	TYPES OF PSYCHOLOGICAL ASSESSMENT: Psychometric and Projective, Clinical Interview, Assessment of Intellectual Functioning (IQ), Personality Assessment, Behavioral Assessment, Psychometric Assessment	10	Students will be able to Explain and differentiate between various types of psychological tests.	1,2
IV	RATING SCALES AND PROJECTIVE TECHNIQUES: Rating Scales: Numerical, Graphic, Percentage, Projective techniques: Classification and types	8	Students will learn about the various Rating Scales and Projective Techniques and also its applications.	1,2
V	APPLICATIONS OF PSYCHOLOGICAL TESTS (PRACTICALS): Intelligence Tests; Culture Fair Intelligence Test, Koh's Block Design, Alexander, Personality Tests; 16 Personality Factor, Sentence Completion Test. Scales; Beck Depression Inventory	10	Students will be able to Demonstrate Psychological tests and assessments used in range of settings of Psychology and also administer the tests.	1,2
Practical I II III IV V VI VII	Koh's Block Design Test Beck Depression Inventory Administer and score a standardized Intelligence Test Administer and	30		1,2,3,4

VIII	Interpret a personality Test Anxiety and Depression screening Conduct a behavioural observation using a standardized checklist Sentence Completion Test			
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REFERENCE BOOKS:

1. Anastasi, A & Urbina, S. (1997). Psychological Testing. New Delhi: Pearson Education.
2. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioral Sciences, Patna: Bharati Bhavan.
3. Gregory, R.J. (2005). Psychological Testing: History, Principles and Applications, New Delhi: Pearson Education.

OTHER LEARNING RESOURCES: https://youtu.be/UIQzck1_nd0 <https://youtu.be/DcOsCJ3pdnc>
<https://youtu.be/77Ivk34pxd4>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the basic knowledge on the origins of psychological tests	1,2,3,4,5,6,7,8,9
2	Demonstrate understanding of different kinds of Psychological Tests.	1,2,3,4,5,6,7,8,9
3	Develop understanding of Standardization of Tests.	1,2,3,4,5,6,7,8,9
4	Demonstrate the ability to administer psychological tests and assessments used in range of settings of Applied Psychology.	1,2,3,4,5,6,7,8,9
5	Apply the different types of psychological tests.	1,2,3,4,5,6,7,8,9

SEMESTER-V									
Course Title	INTERNSHIP-V								
Course Code	22BAPS313R	TOTAL CREDITS: 3 TOTAL HOURS: 60P	L	T	P	S	R	O	C
			0	0	0	4	0	0	1
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1. To acquire hands-on experience in the field of psychology 2. To bridge the gap between theoretical knowledge and real- world application. 3. To apply psychological theories, research methods, and therapeutic techniques in a professional setting. 4. To develop practical skills and enhance understanding of psychological practices. 5.To develop professional skills such as communication, collaboration, and ethical conduct, while gaining exposure to various roles and responsibilities within the field of psychology.								
CO1	Demonstrate practical application of psychological theories and methodologies through real-world scenarios during the internship in diverse settings.								
CO2	Apply ethical principles in conducting psychological assessments, interventions, and consultations within the internship context.								
CO3	Develop effective communication and interpersonal skills in a professional psychological setting, fostering collaboration with clients and colleagues.								
CO4	Utilize data collection and analysis techniques to contribute meaningfully to ongoing projects and interventions in the field of psychology during the internship.								
CO5	Acquire hands-on experience in the implementation of evidence-based practices and interventions, enhancing practical skills for future professional roles in psychology.								

Internship Activities

Placement in a Rehabilitation Centre/ Hospital

- a) Conduct a Needs Assessment
- b) Develop a case study on a psychological Issue
- c) Develop Skills-Observation, Communication,
- d) Assist in the implementation of the Interventions
- e) Develop Interventions to address the needs of the inmates of the Centre
- f) Develop a reflective journal on internship experience and skills learned
- g) Create and present a PPT on the Internship experience

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate practical application of psychological theories and methodologies through real-world scenarios during the internship in diverse settings.	1,2,3,4,5,6,7,8,9
2	Apply ethical principles in conducting psychological assessments, interventions, and consultations within the internship context.	1,2,3,4,5,6,7,8,9
3	Develop effective communication and interpersonal skills in a professional psychological setting, fostering collaboration with clients and colleagues.	1,2,3,4,5,6,7,8,9
4	Utilize data collection and analysis techniques to contribute meaningfully to ongoing projects and interventions in the field of psychology during the internship.	1,2,3,4,5,6,7,8,9
5	Acquire hands-on experience in the implementation of evidence-based practices and interventions, enhancing practical skills for future professional roles in psychology.	1,2,3,4,5,6,7,8,9

SEMESTER-V									
Course Title	Sports Psychology								
Course Code	22BAPS314R	Total Credits: 3 Total Hours: 45t+30p	L	T	P	S	R	O	C
			2	0	2	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	<p>1.This course in sports psychology aims at apprising students about the basic concepts related to applying psychological principles in sports.</p> <p>2.This course will also help students to develop an in depth understanding about sports person's situations, demands, and problems and will enable them to design intervention programs for them</p>								
CO1	Examine the historical influence of sports psychology on race and gender, and evaluate the current responsibilities of sports psychologists.								
CO2	Utilize resilience and motivation theories to enhance athletic performance through cognitive interventions.								
CO3	Analyze group dynamics, leadership styles and aggression, and implement strategies for positive group interactions in sports.								
CO4	Define and manage arousal, anxiety, and stress in sports to optimize sporting performance and prevent burnout and substance abuse.								
CO5	Apply Psychological interventions for peak performance in sports.								
Unit-No.	Content	Contact Hour	Learning Outcome						KL
I	Introduction Introduction to Sports Psychology History, Nature, and Scope of sports psychology; Recent perspectives - Issues of race, gender and sexual orientation in sports; Role of a sports psychologist	7	Students will appraise the basic concepts related to applying psychological principles in sports.						1,2
II	Cognitive and Social Psychological Dimensions in Sports Trait theories; Resilience and mental toughness; Social learningtheory; Nature of Attitudes; Measures; Theories of motivation; Intrinsic and extrinsic motivation; Self-efficacy; Counterfactual thinking	10	Students will understand the effects of anxiety, arousal and stress on performance.						1,2

III	Group Dynamics Groups and teams; Social facilitation; Negative effects of team leadership; Leadership; Aggression; Theories of aggression; Reduction of Aggression; Aggression, injury, and addictive behaviors.	10	Students will develop an in-depth understanding about sports person's situations, demands, and problems and will enable them to design intervention programs for them	1,2
IV	Arousal, Anxiety, Stress and Sporting Performance Definitions of arousal, anxiety and stress; Factors inducing anxiety and stress; Relationship between arousal and performance; Burnout, overtraining & overreaching; Retirement; Drug abuse in sport and exercise.	8	Students will understand the cognitive and socio- psychological understanding of sports	1,2
V	Psychological Interventions in Sports Cognitive and behavioural interventions: Relaxation, Self-talk, Imagery; Psychological Skills Training; Classifying skills; Stages of skill acquisition	10	Students will create intervention programmes for players	1,2
Practical I II III IV V VI VII VIII	Conduct a survey on stressors related to stress Sports Anxiety Scale Mental Toughness Questionnaire Administer a stress scale Conduct a sports psychology assessment Conduct a case study on an athlete Design an Interview schedule and conduct an athlete Interview Design a mindfulness-based stress reduction workshop for athletes	30		1,2,3,4

REFERENCE BOOKS:

- Jarvis, Matt (2006) Sports psychology: A student's handbook. Routledge.

- Horn, T. S (Ed) (1992). Advances in sports psychology. Herman Kinetics. Essential Reading /
- Lynch, J. (2001). Creative coaching. Human Kinetics.
- Mohan, J. (1996) Recent Advances in sports psychology.
- Friends Murphy, E. (1995) Advances in sports psychology. Human Kinetics.
- Murphy, S. M. (1995) Sports psychological interventions. Herman Kinetics.
- Richard H. Cox. (2007) Sport psychology. McGraw Hill.
- Weinberg, R. S. & Gould, D. (2007) Foundations of sport and exercise psychology. HumansKinetics.

OTHER LEARNING RESOURCES: <https://youtu.be/B8UQUYSPzS8>
<https://youtu.be/FvspG-nPRyk>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Examine the historical influence of sports psychology on race and gender, and evaluate the current responsibilities of sports psychologists.	1,2,3,4,5,6,7,8,9
2	Utilize resilience and motivation theories to enhance athletic performance through cognitive interventions.	1,2,3,4,5,6,7,8,9
3	Analyze group dynamics, leadership styles and aggression, and implement strategies for positive group interactions in sports.	1,2,3,4,5,6,7,8,9
4	Define and manage arousal, anxiety, and stress in sports to optimize sporting performance and prevent burnout and substance abuse.	1,2,3,4,5,6,7,8,9
5	Apply Psychological interventions for peak performance in sports.	1,2,3,4,5,6,7,8,9

SEMESTER-V									
Course Title	Disability Psychology								
Course Code	22BAPS315R	TOTAL CREDITS: 3 TOTAL HOURS: 30T+30P	L	T	P	S	R	O	C
			2	0	2	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1.To understand the concept of impairment, activity, participation 2.To understand the characteristics of various disabilities. 3.To learn about different government schemes, policies and legislations for persons with disabilities.								
CO1	Understand the concepts of disability, inclusion, and rehabilitation, and analyze the nature and needs of individuals with disabilities, including the paradigm shift in rehabilitation.								
CO2	Explore the definition, nature, and management of physical disabilities								
CO3	Analyze neurodevelopmental disabilities and mental illnesses.								
CO4	Examine other disabilities, including chronic neurological conditions, blood disorders, and multiple disabilities.								
CO5	Explore key disability laws, including the Mental Health Act, Persons with Disabilities Act, Rehabilitation Council of India Act, and National Trust Act.								
Unit-No.	Content	Contact Hour	Learning Outcome						
I	Concept and definition of disability 1. Concept of impairment, activity, participation 2. Nature and needs of persons with disabilities 3. Concept of inclusion and diversity 4. Concept of rehabilitation; Evolution of rehabilitation 5. Paradigm shift in rehabilitation	7	Students will understand the concept of impairment, disability and inclusion. They will learn about various rehabilitation and its paradigm shift.						
II	Definition, nature, and management of Physical Disability 1. Locomotor Disability a. Leprosy Cured Person b. Cerebral Palsy c. Dwarfism d. Muscular Dystrophy e. Acid Attack Victims 2. Visual Impairment a. Blindness b. Low Vision 3. Hearing Impairment a. Deaf b. Hard of Hearing 4. Speech and Language Disability	10	Learner will be able to Explain about different government schemes, policies and legislations for persons with disabilities.						
III	Definition, nature, and management of Neurodevelopmental Disabilities & Mental Illness 1. Intellectual Disability 2. Specific Learning Disabilities 3. Autism Spectrum Disorder	10	It will enable the learner to understand the basics of Neuro developmental disabilities and mental illness such as Autism Spectrum Disorder, Intellectual Disability etc.						

	4. Mental Behaviour (Mental Illness)		
IV	Definition, nature, and management of other Disabilities 1. Chronic Neurological Conditions such as a. Multiple Sclerosis b. Parkinson's Disease 2. Blood Disorder a. Haemophilia b. Thalassemia c. Sickle Cell Disease 3. Multiple Disabilities	8	Students will be able to understand and manage to a great extent certain chronic neurological conditions and multiple disabilities.
V	Disability Laws 1. Mental Health Act 2. PWD Act 3. RCI Act 4. National Trust Act	10	Learner will get a clear understanding of the various Disability Laws that exist in the country and Worldwide and its implications.
Practical I II III IV V VI VII VII	Assessments Theoretical research paper on any one Visit to a Rehabilitation Centre Psychological Disability Needs Assessment Interventions Research Family Therapy Case studies Presentations on Policies and Programmes	30	

REFERENCE BOOKS:

1. Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned ActionNow, New Delhi.
2. Kundu. C.L., 2003. Status of Disability in India. Rehabilitation Council of India, New Delhi.
3. Lewis, V.2nd Ed.2003, Development and Disability, Blackwell Publishers, U.K.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concepts of disability, inclusion, and rehabilitation, and analyze the nature and needs of individuals with disabilities, including the paradigm shift in rehabilitation.	1,2,3,4,5,6,7,8,9
2	Explore the definition, nature, and management of physical disabilities	1,2,3,4,5,6,7,8,9
3	Analyze neurodevelopmental disabilities and mental illnesses.	1,2,3,4,5,6,7,8,9
4	Examine other disabilities, including chronic neurological conditions, blood disorders, and multiple disabilities.	1,2,3,4,5,6,7,8,9
5	Explore key disability laws, including the Mental Health Act, Persons with Disabilities Act,	1,2,3,4,5,6,7,8,9

	Rehabilitation Council of India Act, and National Trust Act.	
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SEMESTER-V									
Course Title	Child Psychology								
Course Code	22BAPS316R	TOTAL CREDITS: 3 TOTAL HOURS: 30T+30P	L	T	P	S	R	O	C
			2	0	2	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1.To understand the behavioral concepts pertaining to children 2. To develop knowledge about the different aspects that influences the behaviour of children, psychopathology and how to deal with them.								
CO1	Develop an understanding about the concepts responsible for psychological development of a child.								
CO2	Demonstrate knowledge and understanding about childhood disorders and the different diagnosis.								
CO3	Identify the dynamics of human-environment relationships and develop awareness of sustainable environment development.								
CO4	The students will be acquainted with the diagnostic classification, assessment and also various therapies								
CO5	Demonstrate the Ability to Organize Intervention Programme for Children.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	DEVELOPING COMPETENCIES Family and Systemic Influences, Sibling Influences, Cultural Influences, Biological influences, Overall development (Emotional, Social Cognition, Language)	7	The students will learn about the knowledge about the concepts responsible for psychological development of a child.					1,2	
II	MORAL DEVELOPMENT Emotional development: Development of emotional expression; basic emotion; self-conscious emotion; emotional self-regulation; acquiring emotional display rules; understanding and responding to others; social referencing, empathy and sympathy Moral Development: Kohlberg's theory of Moral Development	10	The students will know about the different aspects that influences the behaviour of children, psychopathology and how to deal with them.					2,3	
III	IMPACT OF MULTIPLE FACTORS ON CHILD PSYCHOLOGY Attachment theories, Parenting theories, Adoption and Fostering,	10	Students will understand the dynamic of human- environment relationships and develop awareness of sustainable environment development.						

	Resilience, impact of childhood trauma (reactions to stress, maltreatment)			
IV	CHILDHOOD PSYCHOLOGICAL DISORDERS Feeding/Eating disorders, Learning disorders, Autism Spectrum Disorder, ADHD, Childhood Depression, OCD, Substance Misuse, Mood disorders	8	The students will learn about childhood disorders and the different Psychological Assessments and Interventions used to manage such illnesses.	2,4,5
V	ASSESSMENTS AND INTERVENTION FOR CHILD PSYCHOPATHOLOGY Diagnostic classifications, Neurological Assessments, Psychological Assessments, Family therapy and Assessments, Cognitive Behaviour Therapy, Expressive Arts therapy	10	The students will be acquainted with the diagnostic classification, assessment and also various therapies such as cognitive therapy, family therapy.	2,3,4,5
Practical II III IV V VI VII VIII	Case Study of a Child Cognitive Assessments Behavioural experiment WISC Interventions Child Family relationship Parental Expectations Collaborative Research	30		

TEXT BOOKS:

1. Skuse, D, Bruce, H. , Dowdney. L, Mrazek. D, Child Psychology and Psychiatry: Frameworks for Practice, 2nd Ed, 2011, West Sussex, Wiley-Blackwell.
2. Elizabeth Hurlock, Child Development, 6th Edition
3. DSM 5th, Edition, APA
4. Laura E. Berk, Child Development, 9th Edition

REFERENCE BOOKS:

https://youtu.be/PpLzL_p-NcY <https://youtu.be/2uTFj-EVRQw>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop an understanding about the concepts responsible for psychological development of a child.	1,2,3,4,5,6,7,8,9
2	Demonstrate knowledge and understanding about childhood disorders and the different diagnosis.	1,2,3,4,5,6,7,8,9
3	Identify the dynamics of human-environment relationships and develop awareness of sustainable environment development.	1,2,3,4,5,6,7,8,9
4	The students will be acquainted with the diagnostic classification, assessment and also various therapies	1,2,3,4,5,6,7,8,9

5	Demonstrate the Ability to Organize Intervention Programme for Children.	1,2,3,4,5,6,7,8,9
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SEMESTER-V									
Course Title	Psychology of Crime								
Course Code	22BAPS317R	Total Credits: 3	L	T	P	S	R	O/F	C
		Total Hours: 30t+30p	2	0	2	0	0		
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1.To acquaint students with advances made by psychology in understanding humanBehaviour, particularly, deviant Behaviour. 2.To provide in-depth understanding of crime causation and its prevention.								
CO1	Develop an understanding of criminal behaviour, approaches to crime, and the role of mental aggression and violence in criminal conduct.								
CO2	Explore the meaning and historical background of forensic psychology, and understand its essential role in crime investigation.								
CO3	Examine crime scenes, conduct offender profiling for high-risk offenders, and demonstrate expertise in forensic interviewing for crime investigation.								
CO4	Apply the principles of psychology in police work, court proceedings, and in prison.								
CO5	Assess criminal behaviour and explore the concept of Criminal profiling.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Psychology and Crime 1. Meaning, purpose and scope of criminal psychology 2. Psychological vs. Psycho - analytical approach to crime 3. Behaviorist approach to crime 4. Definition of criminal Behaviour - Psychodynamics of criminal Behaviour. 5. Mental illness and crime 6. Human aggression and violence to crime	7	Understand human thought process.				1,2		
II	Forensic Psychology - Concept and Importance 1. Definition, meaning and scope of forensic psychology 2.Historical background of forensic psychology in India and abroad 3. Role of forensic psychology in the investigation of crime	10	Identify the major fields of study and theoretical perspectives within psychology and articulate their similarities and differences.				2,3		
III	Psychology in Crime Investigation 1. Psychological	10	Develop an understanding on the various attentional process and how perception works				1,2,4		

	examination of crime scene 2. Offender profiling; examination of high-risk offenders 3. Forensic interviewing			
IV	Criminal Psychology in Practice 1. Psychology and the police 2. Application of psychology in court 3. Application of psychology in prison	8	Demonstrate the biological and psychological aspects of memory and its application along with the nature and causes of forgetting.	
V	Psychometric Test - Its use in Criminal Behaviour 1. Measurement of criminal Behaviour - Psychological test to measure criminal Behaviour 2. Criminal profiling: Definition and process of profiling criminal personality 3. Factors underlying criminal profiling 4. Merit and demerit of criminal profiling	10	Analyse the basic principles, major theories, and research concerning learning and cognition.	4,5
Practical II III IV V VI VII VIII	Movie Review on a Crime Genre Report Writing based on documentary of Serial Killers Case Study Analysis Presentations on Rehabilitation Programmes Community Outreach Programmes Youth Intervention Programmes Research on public perception of crime, fear of crime	30	Describe, illustrate and apply the concept of cognitive interference & positive training of learning.	1,2,3,4,5

REFERENCE BOOKS:

1. Akers, Ronald. L. and Sellers, Christin, S. (2004) Criminological Theories (4th Edition) Rawat Publication, New Delhi.
2. Siegel, L.J (2003) Criminology, (8th Edition) Wadsworth, USA.
3. Schmallegger Frank, Criminology Today, (1996) Prentice Hall, New Jersey.
4. Dennis Howitt, 2002, Forensic and Criminal Psychology, Prentice Hall.
5. Encyclopedia of Criminal and Deviant Behaviour, 2001, Chiffon D. Pryart, Editor-in Chief, Brunner Routledge Taylor and Frances Group.
6. Bartal, Curt R, 1999, Criminal Behaviour: A Psychosocial Approach, 5th edition, PrenticeHall, New Delhi.
7. Hollin, Clive R Routledge and Kegan Paul, 1989, Psychology and

Crime: An introduction to Criminal Psychology, London.

OTHER LEARNING RESOURCES:

<https://youtu.be/jVIqxxIytlE> <https://youtu.be/TtalCPxPY3Y>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop an understanding of criminal behaviour, approaches to crime, and the role of mental aggression and violence in criminal conduct.	1,2,3,4,5,6,7,8,9
2	Explore the meaning and historical background of forensic psychology, and understand its essential role in crime investigation.	1,2,3,4,5,6,7,8,9
3	Examine crime scenes, conduct offender profiling for high-risk offenders, and demonstrate expertise in forensic interviewing for crime investigation.	1,2,3,4,5,6,7,8,9
4	Apply the principles of psychology in police work, court proceedings, and in prison.	1,2,3,4,5,6,7,8,9
5	Assess criminal behaviour and explore the concept of Criminal profiling.	1,2,3,4,5,6,7,8,9

SEMESTER-V									
Course Title	Techno-Professional Skills-IV								
Course Code	22BAPS318R	Total Credits: 3 Total Hours: 30p	L	T	P	S	R	O	C
			0	0	2	0	0	0	1
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1.Read research articles accurately, being able to abstract their essential ideas and understand their implications. 2.Write concisely and objectively using APA format, the standard of our field.								
CO1	Critically analyze book reviews, covering introduction, content, highlights, stages, and evaluation.								
CO2	Apply effective organization and development skills in writing, including idea formulation, source assessment, literature search, and summarizing journal articles.								
CO3	Evaluate and contribute to decision-making through input, assistance, and information sharing.								
CO4	Analyze communication errors, propose solutions, and demonstrate effective communication through case studies.								
CO5	Develop social awareness through activities like newspaper reading, field observations, and staying informed on domain-specific current affairs.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Book Review Introduction, contents of book review, highlights of book review, stages of book review, evaluation of book review	7	Students will develop the knowledge of how to review a book, its various stages and evaluation.				1,2		
II	Organizing and Developing Your Ideas and Writing Formulating your ideas; Assessing your sources; How to conduct a literature search; How to read and summarize a Journal Article.	10	Students will develop the knowledge of formulating new ideas and to conduct a quality literature review.				2,4		
III	Collaboration and teamwork Give and seek input from others (in formulating plans for recommendations). Assist others in solving Problems and achieving own goals. Share information, ideas, and suggestions. Ask for help in identifying and achieving goals and solving problems.	10	Students will be able to learn how to work and collaborate in teams				2,3,4		
IV	Communication skills and case studies Identifying communication error Identifying possible solution or strategy for preventing problems	8	The students will be able to identify communication n errors and to incorporate possible strategies to prevent errors				2,5,		
V	Social Awareness News Paper Reading, Field	10	It will be enable the students with critical observation skills to watch				2,4,5		

	Observations, Domain Specific Current Affairs		the given scenario	
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REFERENCE BOOKS:

1. Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide, New York: Taylorand Francis.

OTHER LEARNING RESOURCES:

1. <https://www.bing.com/videos/search?q=Academic+writing+you+tube+research&docid=603532644149918944&mid=47AEF928A9C355FD1D9747AEF928A9C355FD1D97&view=detail&FORM=VIRE>
2. <https://tokyo.globalindianschool.org/blog-details/importance-of-communication-skills-for-students>
3. https://youtu.be/_isDWGIYSdo

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Critically analyze book reviews, covering introduction, content, highlights, stages, and evaluation.	1,2,3,4,5,6,8,9
2	Apply effective organization and development skills in writing, including idea formulation, source assessment, literature search, and summarizing journal articles.	1,2,3,4,5,6,8,9
3	Evaluate and contribute to decision-making through input, assistance, and information sharing.	1,2,3,4,5,6,8,9
4	Analyze communication errors, propose solutions, and demonstrate effective communication through case studies.	1,2,3,4,5,6,8,9
5	Develop social awareness through activities like newspaper reading, field observations, and staying informed on domain-specific current affairs.	1,2,3,4,5,6,8,9

SEMESTER-V									
Course Title	MOOCS CE-IV								
Course Code	22BACE311R	Total Credits: 3 Total Hours: 60s	L	T	P	S	R	O	C
			0	0	0	4	0	0	2
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1.To develop job ready skills. 2.To enhance added skills of varied interdisciplinary fields. 3.To develop an understanding of psychological distress existing that are of global concern.								
CO1	Identify job ready skill and knowledge.								
CO2	Synthesis the knowledge beyond the University curriculum which will aid in their longterm personal and professional growth.								
CO3	Implements better exposure along with the normal classroom setting.								
CO4	Analyze better strategy to make leaning accessible.								
CO5	Exposure to advanced concepts and current trends in specific areas of psychology.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify job ready skill and knowledge.	1,2,3,4,5,8,9
2	Synthesis the knowledge beyond the University curriculum which will aid in their longterm personal and professional growth.	1,2,3,4,5,8,9
3	Implements better exposure along with the normal classroom setting.	1,2,3,4,5,8,9
4	Analyze better strategy to make leaning accessible.	1,2,3,4,5,8,9
5	Exposure to advanced concepts and current trends in specific areas of psychology.	1,2,3,4,5,8,9

SEMESTER-V									
Course Title	Gender Sensitization								
Course Code	22BAPS319R	Total Credits: 3 Total Hours: 30t+30p	L	T	P	S	R	O	C
			2	0	2	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1. To foster understanding and awareness about gender issues and challenges. 2. To promote gender equality and sensitivity in personal and professional contexts. 3. To develop critical thinking and analytical skills regarding gender roles and stereotypes. 4. To educate about the legal and social frameworks supporting gender equality. 5. To encourage proactive behavior and strategies to address gender-based and domestic violence.								
CO1	Understand key concepts related to gender, sex, and sexuality.								
CO2	Recognize and analyze gender stereotypes and their impact on individuals and society.								
CO3	Appreciate the historical and contemporary struggles for gender equality.								
CO4	Apply gender-sensitive approaches in various professional and social settings.								
CO5	Advocate for gender equity and contribute to creating an inclusive environment.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Understanding Gender: Definitions and Concepts Difference between Sex and Gender Gender Roles and Stereotypes Importance of Gender Sensitization	7	Define and distinguish between key concepts such as sex, gender, gender roles, and gender stereotypes. Explain the significance of gender sensitization in contemporary society.				1,2		
II	- Gender socialization - Gender inequality in different spheres (education, workplace, family) - Gender-based violence and harassment - Role of media in shaping gender norms	10	- Analyze the impact of gender socialization. - Identify manifestations of gender inequality.				2,3,4		
III	Gender and Law - Legal frameworks promoting gender equality - Rights of women and LGBTQ+ individuals - Policies against gender discrimination and harassment - Case studies of landmark	10	- Understand the legal protections against gender discrimination. - Apply knowledge of gender laws to real-life situations.				3,4,5		

	gender-related legal cases			
IV	Gender-Based Violence and Discrimination Types of Gender-Based Violence: Domestic Violence, Sexual Harassment, Human Trafficking Legal Frameworks and Policies for Gender Equality Impact of Gender-Based Violence on Society Strategies for Prevention and Support	8	Identify different forms of gender-based violence and their societal impact. Understand the legal protections and policies aimed at promoting gender equality.	4,5
V	Gender Sensitization and Advocacy Role of NGOs and International Organizations in Gender Advocacy Grassroots Movements and Community Engagements Strategies for Effective Advocacy and Policy Change Future Directions in Gender Equality	10	Explore the role of various organizations in promoting gender equality. Develop skills for advocacy and activism in support of gender-related issues.	3,4,5
Practical I II III IV V VI	Group activities analyzing gender stereotypes in media Case study on Gender discrimination Role Playing exercises Surveys on workplace experiences of gender discrimination Designing gender sensitization workshops Presentations on gender issues and solutions			1,2,3,4,5,6

REFERENCE BOOKS:

1. Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
2. Connell, R. W. (2005). *Masculinities* (2nd ed.). University of California Press.
3. Crenshaw, K. (1991). *Mapping the margins: Intersectionality, identity politics, and violence against women of color*. *Stanford Law Review*, 43(6), 1241-1299.
4. Lorber, J. (1994). *Paradoxes of gender*. Yale University Press.
5. Ridgeway, C. L. (2011). *Framed by gender: How gender inequality persists in the modern world*. Oxford University Press.
6. Risman, B. J. (2004). *Gender as a social structure: Theory wrestling with activism*. *Gender & Society*, 18(4), 429-450.
7. West, C., & Zimmerman, D. H. (1987). *Doing gender*. *Gender & Society*, 1(2), 125-151.
8. Fausto-Sterling, A. (2000). *Sexing the body: Gender politics and the construction of sexuality*. Basic Books.
9. Chafetz, J. S. (2006). *Handbook of the sociology of gender*. Springer.
10. Kimmel, M. S. (2011). *The gendered society* (4th ed.). Oxford University Press

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand key concepts related to gender, sex, and sexuality.	1,2,3,5,6,7
2	Recognize and analyze gender stereotypes and their impact on individuals and society.	2,3,5,6,7,9
3	Appreciate the historical and contemporary struggles for gender equality.	4, 5,6,7,9
4	Apply gender-sensitive approaches in various professional and social settings.	3,4,5,6,7
5	Advocate for gender equity and contribute to creating an inclusive environment.	4,5,6,7,9

SEMESTER-VI									
Course Title	COUNSELLING PSYCHOLOGY								
Course Code	22BAPS321R	TOTAL CREDITS: 3 TOTAL HOURS: 45T+ 30P	L	T	P	S	R	O	C
			3	0	2	0	0	0	4
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Fall/V SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1.To develop an understanding of basic concepts, processes, techniques of Counselling. 2.To acquaint the learner with the challenges of Counselling. 3.To create a foundation in students for higher education in Counselling and a career as a professional counsellor.								
CO1	Understand counselling's definition, nature, goals, and professional ethics, meeting client expectations, while embodying effective counsellor personality characteristics.								
CO2	Evaluate the counselling process, from relationship building and problem identification to planning, application, termination, and evaluation.								
CO3	Analyze family, child abuse, career, gender, marital issues, and crisis intervention in counselling, covering suicide, grief, and sexual abuse.								
CO4	Apply diverse counselling techniques including humanistic, psychoanalytic, behavioural, cognitive, and Indian methods like yoga and meditation.								
CO5	Reflect ethical considerations in counselling, including legal aspects, confidentiality, counsellor competence, and the ability to make ethical decisions.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction: Definition, nature and goals, Professional ethics,client expectation. The effective counsellor personality characteristics.	7	Students will be able to understand them earning, nature, goals and ethics of counselling. Studentscan also develop a personality required to become a effective counsellor.				1,2		
II	Counselling Process: Building of counselling relationship, problem identification, planning for problem solving, application and termination, evaluation of counselling.	10	Students will learnabout the counselling process in details.				2,3,4		
III	Areas of Counselling: Family counselling, childabuse counselling, career counselling, gender related issues,marital counselling.Crisis intervention-suicide, grief andsexual abuse.	10	Students will become familiar with differentareas of counselling.				1,2		
IV	Counselling Techniques: Humanistic technique, psychoanalytic techniques, behavioral techniques, cognitive technique. Indiantechnique- yoga and meditation.	8	This will create a foundation in students for higher education in Counselling and a career as a professionalcounsellor.				2,3,4,5		

V	Ethical Issues of Counselling: Legal aspects, confidentiality, competence of the counsellor, ethical decision.	10	Students will develop an awareness about the ethical issues and other challenges in counselling.	1,2
Practical I II III IV V VI VII VIII	Student Stress Scale by Manju Agarwal Bell's Adjustment Inventory Practice Sessions-Initial sessions, goal setting, termination Case studies Sinha's Comprehensive Anxiety Test Group counselling sessions Create a counselling Programme for a specific population	30		1,2,3,4

REFERENCE BOOKS:

1. Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8th Ed.) Philadelphia: Mosby.
2. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
3. Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
4. Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning.
5. Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C.
6. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press
7. Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson. Sharf, R.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/ibXF3DqFeiQ>
2. https://youtu.be/JgslB34_aIs
3. <https://youtu.be/3gKr1eIF-w>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand counselling's definition, nature, goals, and professional ethics, meeting client expectations, while embodying effective counsellor personality characteristics.	1,2,3,4,5,6,7,8,9
2	Evaluate the counselling process, from relationship building and problem identification to planning, application, termination, and evaluation.	1,2,3,4,5,6,7,8,9
3	Analyze family, child abuse, career, gender, marital issues, and crisis intervention in counselling, covering suicide, grief, and sexual abuse.	1,2,3,4,5,6,7,8,9
4	Apply diverse counselling techniques including humanistic, psychoanalytic, behavioural, cognitive, and Indian methods like yoga and meditation.	1,2,3,4,5,6,7,8,9
5	Reflect ethical considerations in counselling, including legal aspects, confidentiality, counsellor competence, and the ability to make ethical decisions.	1,2,3,4,5,6,7,8,9

SEMESTER-VI									
Course Title	Psychology of Gender								
Course Code	22BAPS322R	TOTAL CREDITS: 3 TOTAL HOURS: 45T	L	T	P	S	R	O	C
			3	0	0	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/VI SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	To know the Concept of Gender, Gender Identity and Gender Roles. To acquire knowledge on the influence of gender on several important life domains including work, violence, relationships, sexuality, eating and body image, and mental health To get an understanding of the emerging issues related to third gender community.								
CO1	Understand the concept of gender, encompassing gender identity, roles, biological influences, and the intersection of gender with emotions.								
CO2	Analyze the theories of gender, including psychodynamic, gender schema, and social learning theories, in relation to gender and socialization.								
CO3	Evaluate the impact of gender on diverse life domains such as work, violence, relationships, sexuality, eating and body image, and mental health.								
CO4	Illustrate the complexities of sexual orientation, encompassing LGBTQIA+, transgender issues, and their implications on education and livelihood.								
CO5	Apply gender and mental health through research, case studies on work, violence, parenting, media influences, community attitude surveys, and gender empowerment projects.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction: Concept of Gender, Gender Identity, Gender Roles, Biological influences on Gender. Gender and Emotions.	7	Students will Gain an understanding of the concept of Gender and related concepts.				1,2		
II	Theories of Gender: Psychodynamic Theory, gender schema theory, social learning theory. Gender and Socialization.	10	Students will learn about the theories of Gender, which will Help the students in understanding gender development.				1,2		
III	Influence of gender: on several important life domains including work, violence, relationships, sexuality, eating and body image, and mental health	10	Students will understand the influence of Gender on several important life domains including work, violence, relationships, sexuality, eating and body image, and mental health				1,2		

IV	Sexual Orientation: LGBTQIA+, Transgender Issues, Education, Livelihood	8	Students will learn about the transgender issues including recent changes in the DSM guidelines. Also, they will gain an insight about the Education and livelihood of LGBTQIA+.	1,2
V	Gender and mental health: Research Project: Case studies on Emerging Issues - work, violence, parenting, media influences. Conduct a survey on prevailing attitude of community and give suggestions. Conduct a project on gender empowerment.	10	Students will be able to conduct researches on Gender and Mental Health.	1,2

REFERENCE BOOKS:

1. Helgeson, V. S. (2016). Psychology of gender. Routledge
2. Brannon, Linda (2017). Gender Psychological Perspectives

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=ID4l7jkhEKI>
2. <https://www.youtube.com/watch?v=5nlMOHeBvew>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept of gender, encompassing gender identity, roles, biological influences, and the intersection of gender with emotions.	1,2,3,4,5,6,7,8,9
2	Analyze the theories of gender, including psychodynamic, gender schema, and social learning theories, in relation to gender and socialization.	1,2,3,4,5,6,7,8,9
3	Evaluate the impact of gender on diverse life domains such as work, violence, relationships, sexuality, eating and body image, and mental health.	1,2,3,4,5,6,7,8,9
4	Illustrate the complexities of sexual orientation, encompassing LGBTQIA+, transgender issues, and their implications on education and livelihood.	1,2,3,4,5,6,7,8,9
5	Apply gender and mental health through research, case studies on work, violence, parenting, media influences, community attitude surveys, and gender empowerment projects.	1,2,3,4,5,6,7,8,9

SEMESTER-VI									
Course Title	PSYCHOLOGY OF YOUTH								
Course Code	22BAPS323R	TOTAL CREDITS: 3 TOTAL HOURS: 45T	L	T	P	S	R	O	C
			3	0	0	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/VI SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1.To understand the history and origin of Youth Psychology. 2.To understand how families, schools, communities and peer groups influence youngpeople's behaviour in terms of Family relationships and Dynamics. 3.To identify the challenges and problems of youth, risk behaviour and resourcesrequired for their development.								
CO1	Understand the history, meaning, and importance of youth psychology across cultures, with a specific focus on its relevance in the Indian context.								
CO2	Illustrate youth development in relation to family and friends, assessing their reactions towards Indian culture.								
CO3	Evaluate the issues and challenges confronting youth, including societal difficulties, employment and education challenges, and risks in their behaviour.								
CO4	Understand the positive and negative aspects of youth development, explore available resources, and foster a sense of hope and optimism in youth.								
CO5	Analyze the impact of globalization on youth, discerning its influences on various aspects of their lives.								
Unit-No.		Contact Hour	Learning Outcome				KL		
I	Introduction: History and originof youth psychology, meaning, definition, describe youthacross culture,importance ofyouth psychologyin Indian context	7	Students will be able to identify problems amongststudents of age 16-20years under four areas. They are: Family, Social and Personal problems				1,2		
II	Development and Relationship: Youth relationship with family members and friends, youth reaction towards Indian culture.	10	Students will be able to understand the Youthrelationship with familymembers. With the help of this inventory, students will be able to assess the acceptance, avoidanceand concentration scores of adolescents towardstheir parents.				1,2		
III	Issues and Challenges: Difficulties faced by youth in the society, employment challenges and education challenges, risk in their	10	Students will be able to identify problems among youth, including employment and educational issues.				1,2		
IV	Development of Youth: Positive and negative development of youth, resources for youth, hope, optimism.	8	Students will developing an appreciation of the multiple influences that mould the development of today's youth				1,2		
V	Globalization: Globalization influences youth.	10	Students will understand the influence of globalization among the youth population.				1,2		
Practical I	Conduct a needs assessment for Youth population	30					1,2,3,4		

II	Case study of youth or youth programme			
III	Design a questionnaire to assess youth attitude			
IV	PPT presentation			
V	Conduct a focus group discussion with youth			
VI	Develop an Intervention for Stress Management of Youth			
VII	Conduct a literature review on Youth related topic			
VIII				

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the history, meaning, and importance of youth psychology across cultures, with a specific focus on its relevance in the Indian context.	1,2,3,4,5,6,7,8,9
2	Illustrate youth development in relation to family and friends, assessing their reactions towards Indian culture.	1,2,3,4,5,6,7,8,9
3	Evaluate the issues and challenges confronting youth, including societal difficulties, employment and education challenges, and risks in their behaviour.	1,2,3,4,5,6,7,8,9
4	Understand the positive and negative aspects of youth development, explore available resources, and foster a sense of hope and optimism in youth.	1,2,3,4,5,6,7,8,9
5	Analyze the impact of globalization on youth, discerning its influences on various aspects of their lives.	1,2,3,4,5,6,7,8,9

SEMESTER-VI									
Course Title	PSYCHOLOGY OF AGING								
Course Code	22BAPS314R	TOTAL CREDITS: 3 TOTAL HOURS: 45T	L	T	P	S	R	O	C
			3	0	0	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/VI SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1. To discuss various physical, social and psychological changes involved in normal ageing. 2. To identify the psychological impact of various life transitions on the older adult. 3. To empower the students with the wider knowledge on how to deal with the issues and problems related to old age.								
CO1	Evaluate the historical perspectives of aging, analyze global research on morbidity and mortality in Indian and Western contexts, debunk myths, and identify major needs of older adults.								
CO2	Analyze the biological, physiological, psychological, and social aspects of aging to comprehend the developmental process.								
CO3	Examine major illnesses, provide care, and optimize mental health and geriatric care for older adults.								
CO4	Assess individual and social issues in old age, covering adaptation, attitudes, and adjustment to changes in family patterns, loss of spouse, living alone, remarriage, and variations in abilities.								
CO5	Reflect on ethical, legal, and financial issues in elderly care, covering welfare policies, shelter homes, retirement, excellence in care identification, and constitutional rights.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction: Gerontology- Meaning, Nature & Scope Historical perspective of Ageing. Global Picture- Researches & Studies in Indian and Western Context Morbidity & Mortality. Ageing- Myths & Facts Major Needs of Older Adults.	7	This course will help the students in expanding knowledge of the normal ageing process in Indian and Western Context. Students will also be able to know the myths and facts related to ageing.				12		
II	The Process of Ageing: Developmental Aspects of Ageing Biological & Physiological Aspects of Ageing; Psychological Aspects of Ageing; Social Aspects of Ageing.	10	Students will be able to learn the Biological & Physiological Developmental Aspects of Ageing				1,2		
III	Health Needs & Care for Older Adults: Assessment, Diagnosis & Planning Major Illnesses- Physical & Psychological Care giving- Mild & Chronic Illnesses Mental Health Geriatric care.	10	This unit will empower the students with the wider knowledge on the Assessment, Diagnosis & Planning of different health issues related to old age.				1,2		
IV	Individual & Social Issues: Adaptation to Old Age, Attitudes towards Old People Adjustment to Changes: • Family Patterns • Loss of Spouse • Living Alone • Remarriage in Old Age • Physical, Motor & Mental Abilities	8	This will enable students understand the problems of older persons, how they can adapt to Old Age, People's attitudes towards Old People and how people at old age can adjust to different changes.				1,2		

V	Ethical, Legal & Financial Issues: Welfare Policy for Elderly; Old Age/Shelter Homes for Elderly, Retirement; Identifying Excellence in Care of Elderly Ethical Theories & Principles Constitutional Rights, Policy & Services.	10	This will enable students understand the welfare Policy for Elderly; Old Age/Shelter Home s for Elderly; Constitutional Rights, Policy & Services.; etc	1,2
Practical 2	Sports Anxiety Scale Mental Toughness Questionnaire	30		1,2,3,4.

REFERENCE BOOKS:

- Jarvis, Matt (2006) Sports psychology: A student's handbook. Routledge.
- Horn, T. S (Ed) (1992). Advances in sports psychology. Herman Kinetics. Essential Reading /
- Lynch, J. (2001). Creative coaching. Human Kinetics.
- Mohan, J. (1996) Recent Advances in sports psychology.
- Friends Murphy, E. (1995) Advances in sports psychology. Human Kinetics.
- Murphy, S. M. (1995) Sports psychological interventions. Herman Kinetics.
- Richard H. Cox. (2007) Sport psychology. McGraw Hill.
- Weinberg, R. S. & Gould, D. (2007) Foundations of sport and exercise psychology. HumansKinetics.

OTHER LEARNING RESOURCES: <https://youtu.be/B8UQUYSPzS8>
<https://youtu.be/FvspG-nPRyk>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate knowledge and understanding of the scope and perspectives of sports psychology.	1,2,3,4,5,6,7,8,9
2	Develop an understanding of the cognitive and social psychological dimensions in sports.	1,2,3,4,5,6,7,8,9
3	Analyze the effect of arousal, anxiety and stress on performance.	1,2,3,4,5,6,7,8,9
4	Demonstrate the ability to apply Group Dynamics in sports.	1,2,3,4,5,6,7,8,9
5	Implement interventions for sports persons.	1,2,3,4,5,6,7,8,9

SEMESTER-VI									
Course Title	COMMUNICATION SKILLS								
Course Code	22BAPS315R	TOTAL CREDITS: 3 TOTAL HOURS: 45T	L	T	P	S	R	O	C
			2	0	2	0	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/VI SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1.To provide the required knowledge to understand the importance of communication for effective social work practice. 2.To inculcate communication skills among social work trainees. 3.To understand the importance and the role of media for effective communication								
CO1	Comprehend on the concepts, components, and types of communication, including formal and informal, intrapersonal, interpersonal, and mass communication, as well as verbal/written and non-verbal elements.								
CO2	Implement the 7 C's of communication—consciousness, consideration, clarity, concrete expression, courtesy, correctness, and completeness, while identifying and addressing barriers to effective communication.								
CO3	Integrate on the development of communication techniques for community engagement and social change.								
CO4	Intervene of communication skills (listening, speaking, writing), grasp feedback dynamics, and understand social work communication within agency structures.								
CO5	Facilitate on mastering of communication languages, media roles, and diverse tools for preventing and resolving community issues.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Communication - Concept, Meaning, Definition and Components and Process, Elements of Communication, Types of Communication: Formal and Informal, Intrapersonal, Interpersonal and Mass, Verbal/Written and Non-Verbal.	7	Students will be able to understand the concept of Communication, its components and processes.				1,2		
II	7 C's of communication – Consciousness, Consideration Clarity, Concrete, Courtesy, Correctness and Completeness.	10	Students will understand the 7C's of communication, necessary for improving effective communication skills.				1,2		
III	Nature and Characteristics of Development Communication - Techniques – Information Dissemination and education, behaviours change, social marketing, social mobilization, media advocacy, communication for social change and community participation.	10	Students will understand the Nature and Characteristics of Development Communication				1,2		
IV	Communication Skills- Effective Listening, Speaking, Writing. Feedback – Characteristics, types and Loop.	8	Students will be able to improve their communication skills.				1,2		

	Communication in Social Work Practice: Agency Structure and Communication; Social Worker and the Communication System			
V	Use of Communication languages and Role of Media - Emails, Video conferencing systems, Electronic newspaper, Tele communication, and its tools (Facebook, WhatsApp, Twitter), Communication network. Conventional Communication Tools in Prevention and Resolving Community Issues: Use of Puppets, Songs, Folklore, Street Theatre/Play, Posters, Logos and Exhibitions.	10	Students will be able to use effective communication languages for sending emails, video- conferencing and other popular means of communication.	1,2
Practical 2	Organizational Effectiveness Scale by Santosh Dhar & Upinder Dhar (English) An activity: Conduct an Interview.	30		1,2,3,4

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Comprehend on the concepts, components, and types of communication, including formal and informal, intrapersonal, interpersonal, and mass communication, as well as verbal/written and non-verbal elements.	1,4,5,6,7,9
2	Implement the 7 C's of communication—consciousness, consideration, clarity, concrete expression, courtesy, correctness, and completeness, while identifying and addressing barriers to effective communication.	3,4,8,9
3	Integrate on the development of communication techniques for community engagement and social change.	3,4,5,8,9
4	Intervene of communication skills (listening, speaking, writing), grasp feedback dynamics, and understand social work communication within agency structures.	3,4,5,7,8,9
5	Facilitate on mastering of communication languages, media roles, and diverse tools for preventing and resolving community issues.	3,4,5,8,9

Course Title	Research Project								
Course Code	22BAPS326R	TOTAL CREDITS: 3 TOTAL HOURS:	L	T	P	S	R	O	C
			0	0	0	12	0	0	3
Pre-Requisite	-	CO-REQUISITE-	-						
Programme	BACHELOR OF ARTS IN PSYCHOLOGY								
Semester	Winter/VI SEMESTER OF 3rd YEAR OF THE PROGRAMME								
Course Objectives	1.To develop research competency of writing papers for Scopus indexed journals with a good impact factor. 2.To ensure that the learner develops professional competency of working in an interdisciplinary context. 3.To enhance academic professional skills for presenting papers at scholarly conferences.								
CO1	Critically analyze existing psychological literature, identifying gaps and formulating research questions.								
CO2	Evaluate research methodologies to design and implement sound psychological research protocols.								
CO3	Interpretation of research data, drawing valid conclusions and implications in the field of psychology.								
CO4	Communicate research findings effectively through written reports, presentations, and discussions.								
CO5	Synthesize knowledge and skills to critically assess the ethical considerations and limitations inherent in psychological research projects.								

Overview of the Syllabus

- a) **Introduction to Research Project:** Overview of the project's purpose and objectives
- b) **Literature Review:** Conducting a thorough review of existing literature related to the research question
- c) **Methodology:** Selection and justification of research methods and data collection techniques
- d) **Data Analysis:** Techniques for analyzing and interpreting collected data
- e) **Ethical consideration:** Addressing ethical issues in research and ensuring compliance
- f) **Writing the Report and Presentation:** Guidelines for preparing the research report and presenting findings

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Critically analyze existing psychological literature, identifying gaps and formulating research questions.	1,2,3,4,5,6,7,8,9
2	Evaluate research methodologies to design and implement sound psychological research protocols.	1,2,3,4,5,6,7,8,9
3	Interpretation of research data, drawing valid conclusions and implications in the field of psychology.	1,2,3,4,5,6,7,8,9
4	Communicate research findings effectively through written reports, presentations, and discussions.	4,6,7,8,9
5	Synthesize knowledge and skills to critically assess the ethical considerations and limitations inherent in psychological research projects.	4,6,7,8,9



Assam down town University

Curriculum and Syllabus

Bachelor of Performing Arts



OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM

Version: 2.0

**FACULTY OF HUMANITIES &
SOCIAL SCIENCES**

July, 2022

Preamble

Assam down town University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guidebook for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the 5th Board of Studies (BoS) meeting of the Faculty of Humanities and Social Sciences held on dated 07/06/2022 and approved by the Emergent Academic Council (AC) meeting held on dated 30/07/2022



*Chairperson
Board of Studies*



*Member Secretary
Academic Council*



Vision

To become a Globally Recognized University from North Eastern Region of India, dedicated to the Holistic Development of Students and Making Society Better

Missions

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well-rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme Overview:

The Programme of Performing Arts at Assam down town University is offering a three years bachelors' degree program with four specializations-Vocalmusic, Instrumental percussionmusic (Tabla), Theatre- Artand Dance(Bharatnatyam).The learning outcome-based curriculum ensures its suitability in the present – day needs of the student towards higher education and employment.The Programme of Performing Arts aims to provide better education to equip future artists toachieve the highest levels of professional ability, in a learning atmosphere that fosters universalhuman values through the Performing Arts.

I. Specific Features of the Curriculum:

The curriculum provides specific program for the enhancement of well-rounded education in both personal and professional fields with Value- added courses along with Core Papers. It will help the students to acquire knowledge of the art forms to develop skills, creativity and critical analysis for professional enrichment as performers and contributors to the society. This course also provides integration of Technology, Communication skills and community engagement programs in support of the professional skills for better future.

II. Eligibility Criteria:

Minimum 45% in 10+2 with English from any stream.5% relaxation for SC/ST, EWS, and Especially abled candidates.

III. Program Educational Objectives (PEOs):

PEO-1: To acquire the knowledge of specific art forms to a satisfactory level to join a higher degree.

PEO-2: To explore the new composition, direction methods and choreography in pursuit of new creativities

PEO-3: To secure the livelihood through translating the accrued knowledge from the deferent domains of Performing Arts into the entertainment industry.

IV. Program Specific Outcomes (PSOs):

PSO1: Performance oriented: Ability to showcase mastery in technique, expression, and the ability to create persuasive and impactful performances.

PSO2: Appreciation and Imagination: Appreciate, visualize and create dance, music and drama of different genre.

PSO3: Global Competence: Demonstrate adaptability and versatility in their artistic practice, showcasing the ability to explore and incorporate diverse styles, techniques, and cultural influences through various global certifications and courses.

V. Program Outcome:

PO1: Knowledge of Performing Arts: Demonstrate an understanding of society and culture, Indian art, cultural history of northeast India besides attaining a profound grasp of various concepts and theories related to diverse forms of Performing Arts.

PO2: Application of Practical Expertise: Apply practical knowledge and hands-on experience to perform a variety of musical forms, dance forms, instruments, and theatrical arts.

PO3: Creativity and Aesthetics: Demonstrate aesthetic sensibilities and creativity through active engagement in artistic endeavours.

PO4: Communication: Effectively connect with diverse audiences through strong communication skills and fostering engagement across a broad spectrum of individuals.

PO5: Ethics: Demonstrate professional ethics and apply them adeptly in the specific domains of performing arts

PO6: Communication skill: Develop communication skill to communicate among the peer and society to promote scientific thinking and research outcomes.

PO7: Socio-Cultural Commitment: Recognize and appreciate diverse indigenous and traditional forms of art and culture, fostering a socio-cultural responsibility to respect and preserve both indigenous and endangered art and culture.

PO8: Individual and Teamwork: Function effectively as an individual, as a member or a leader in a diverse situation and team of artists.

PO9: Problem analysis and Research: Identify problems and analyze it in the domain of performing Arts.

PO10. Lifelong Learning: Recognize the need for and have the ability in independent lifelong learning and fostering a commitment in artistic pursuit.

VI. Total Credits to be Earned: 127

VII. Career Prospects:

The performing arts industry is a huge and diverse field, offering many different opportunities for individuals looking to make a living through their creativity from acting to dancing to singing and broadcasting, there is a ton of career options for people who love to be on the stage. Performing arts are an integral part of society it despite the importance of performing arts in society. Innovative, out-of-the-box thinking, unconventional, creative and visionary are some executives that define a career in the performing arts.

EVALUATION METHODS

The student performance shall be evaluated through In-semester (Sessional) and semester-end examinations. A weightage of 40% or as prescribed by the programme shall be added to the score of the end-semester examination.

A. INTERNAL ASSESSMENT:

The teacher who offers the course shall be responsible for internal assessment by conducting in-semester (sessional) examination and evaluating the performance of the students pursuing that course. The components for internal assessment are illustrated in the table given below.

SN	Components/ Examinations	Marks Allotted
1.	In-Sem Exam – I (ISE-I) (Written Examination) *	30
2.	In-Sem Exam – II (ISE-II) (Written Examination) *	30
3.	Assignment	10
4.	Presentation (SP)	10
5.	Quiz	10
6.	Class Performance based score*	10

**Are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

1. If a student fails to appear in the any of the component without any valid reason he/she shall be marked zero in that component. However, the course teacher at his discretion may arrange for the missed test on an alternate date for the absentee students after determining ground with genuine/valid reasons for the absent.
2. The report of evaluation of an activity towards the in-semester (sessional) component of a course shall be duly notified by the concerned course teacher within a week of completion.

3. The program coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the program to the Controller of Examinations before the start of the End-semester examination.

B. SEMESTER END EXAMINATION:

Time table for end semester examination is published at least 25 days prior to the start of Examination.

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

The student shall only be allowed to appear in a University Examination, if:

- i) He/ She is a registered student of the University;
- ii) He/ She is of good conduct and character;
- iii) He/ She has completed the prescribed Programme of study with minimum percentage of attendance as laid down in the Regulations of the Programme concerned.

Under special cases, a student may be allowed to appear for an examination without being registered in the University but the result of the said student will be kept on hold till the registration of the concerned student is completed.

II. Admit Card:

Admit card for the examination may be downloaded through ERP where the system will generate a Unique ID Cards through online.

The University shall have the right to cancel admission for examination of any candidate on valid grounds.

III. Pattern of Question Papers:

The question paper shall follow the principles of Bloom's Taxonomy.
Table

S. N.	Level	Questions /verbs for test
1	Remember	List, Define, tell, describe, recite, recall, identify, show who, when, where, etc.
2	Understand	Describe, explain, contrast, summarize, differentiate, discuss, etc.
3	Apply	Predict, apply, solve, illustrate, determine, examine, modify
4	Analyze	Classify, outline, categorize, analyze, diagrams, illustrate,

		infer, etc.
5	Evaluate	Assess, summarize, choose, evaluate, recommend, justify, compare etc.
6	Create	Design, Formulate, Modify, Develop, integrate, etc.

Note: No course is to be evaluated on basis of **all 6 knowledge levels**.

The format of the question paper across all the program follows a unique pattern and the total marks is 60

Table 1: Question paper pattern for End semester examination

Sl no	Question pattern	Total marks
1	MCQs (10 Questions)	10
2	2 Marks questions (10 Questions)	20
3	4 Marks questions (5 Questions)	20
4	10 Marks questions (1 Question)	10

IV. Examination Duration:

Each paper of 60 marks shall ordinarily be of two hours duration.

V. Practical Examinations, Viva-Voce etc.:

- i) Practical examination shall be conducted in the presence of one external expert and one or more internal examiners.
- ii) Viva-Voce, Oral examinations of the Project report, Dissertation etc. shall be undertaken by a Board of Examiners constituted by the respective Dean of Program with the advice of Supervisor(s).

VI. Procedure of Expulsion:

If any candidate is found to be using any unfair-means during the examination, the invigilator may cease his/her answer sheet and report it directly to the Officer-in-Charge. The Office-in-Charge of the center may take appropriate decisions as per the rules and procedure of the examination. The Officer-in-Charge may allow the students to write the exam with new answer sheet or may expel the student from appearing the paper depending on the nature of unfair-means. In case of Computer based test, the students may be directed to write an apology letter and sign in the prescribe expulsion form. The student may not be allowed to write that examination.

VII. Instruction to the Students:

- (i) The students shall not bring to the Examination Hall, any electronic gadget used as a means of communication or record except electronic calculator, if required.
- (ii) The students shall not receive any book or printed or hand written or photo copy (Xerox) or blank-paper from any other person while he/she is in the examination-room or in laboratory or in any other place to which he/she is allowed to have access during course of examination.
- (iii) The students shall not communicate with any other candidate in the examination room or with any other person in and outside the examination-room.
- (iv) The students shall not see, read or copy anything written by any other candidate, nor shall he/she knowingly or negligently permit any other candidate to see, read or copy anything written by him/her or conveyed by him/her.
- (v) The students shall not write anything on the Question Paper or in other paper or materials during the examination, or pass any kind of paper to any other candidate in the examination-room, or to any person outside the room.
- (vi) The students shall not disclose his/her identity to the examiner by writing his/her name or putting any sign / symbol in any part of his answer-script.
- (vii) The students shall not use any abusive language or write any objectionable remark or make any appeal to examiner by writing in any part of his answer-script.
- (viii) The students shall not detach any page from the answer-script or insert any authorized or unauthorized loose sheet into it. He /she shall also not insert any other answer-script / loose sheet by removing the pins of the origin answer-scripts and re-fixing it.
- (ix) The students shall not resort to any disorderly conduct inside the examination-room or misbehave with the invigilator or any other examination official.

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical

disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.

- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.
- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

It is the product of grade point and number of credits for a course, thus, $CP = GP \times CR$

i. Credit:

A unit by which the course work is measured. It determines the number of hours of instructions required per week. 'Credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully.

ii. Grade Point:

Grade Point is a numerical weight allotted to each Grade Letter on a 10-point scale.

iii. Letter Grade:

Letter Grade is an index of the performance of students in a said paper of a particular course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and Abs. Student obtaining Grade F / Grade Abs shall be considered failed/ absent and, will be required to appear in the subsequent ESE. The UGC recommends a 10-point grading system with the following (Table: 1) Letter Grades:

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.

- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades ‘O’ to ‘P’ shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

Letter Grade	Grade Points	Description
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C	5	Average
P	4	Pass
F	0	Fail
Abs	0	Absent
UFM	0	Unfair Means

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

The SGPA of a student in a Semester shall be the weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered in that Semester, irrespective of whether he/she could or could not complete the Courses. More specifically, the calculation of SGPA shall take into account the Courses graded with Letter Grades ‘O’ to ‘F’ as given in Table 1.

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} \tag{1.1}$$

The SGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.1) up to two decimal places, where n is the total number of Credit Courses registered by the student in that Semester, G_i is the Grade Point secured in the i^{th} registered Course and C_i is the Credit (weight) of that Course.

b. CGPA (Cumulative Grade Point Average)

- (i) The CGPA of a student in a Semester of a Programme shall be the accumulated weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered and successfully completed so far starting from the enrollment in the Programme. In other words, taking into account all the Courses graded with ‘O’ to ‘P’ as given in Table 1.1, generally the CGPA of a student shall be calculated starting from the first Semester of his/her enrolled Programme, while the CGPA of a lateral-entry student shall be calculated starting from the Semester of his/her enrollment.

- (ii) The CGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.2) up to two decimal places, where N is the total number of Credit Courses registered and successfully completed so far by the student, G_i is the Grade Point secured in the i^{th} completed Course and C_i is the Credit (weight) of that Course.

$$\text{CGPA} = \frac{\sum_{i=1}^N C_i G_i}{\sum_{i=1}^N C_i} \quad (1.2)$$

- (iii) The CGPA shall be convertible into equivalent percentage of marks using Equation Conversion of CGPA to percentage marks: = CGPA * 10

D. Post-Examination

i. Transcript or Grade Card or Certificate:

A marking certificate shall be issued to all the registered students after every Semester. The Semester mark sheet will display the course details (code, title, number of credits, grade secured) along with total credit earned in that Semester.

ii. Grievance Readdress Mechanism:

Students with any dissatisfaction or grievance regarding the marks awarded in any of the Papers / Courses may appeal to the Controller of Examinations for remedial action such as Re-evaluation within 10 days of the declaration of result.

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.
- (ii) Application for re-evaluation / re-scrutiny of answer scripts shall be made in the definite proforma available with the Examination Office through the head of the respective departments within 10 days of declaration of the results of the respective examinations.
- (iii) The Controller of Examination may appoint an examiner for re-evaluation and will consider and recognize the evaluation done by a university appointed examiner.
- (iv) There shall be no provision for re-evaluation of the Practical Papers, Project Work, and Dissertation etc. However, the students fail in practical examination or viva voce and wish to appear again may apply to be evaluated can do so with the next schedule.
- (v) After screening the application for re-evaluation, the CoE may send the answer scripts of the student to the examiners appointed by the CoE with the approval of Vice Chancellor.
- (vi) The marks/grades achieved by the students after the re-evaluation shall be final and binding.

- (vii) Fresh Marks – sheets / Grade Card shall be issued only if the candidate secures pass marks / passing grade in the re-evaluated paper.
- (viii) Revaluation of answer scripts shall be deemed to be an additional facility provided to the students with a view to improving upon their results at the preceding examination result for any reason whatsoever shall not confer any right upon them for admission to next higher class which matters always be regulated in accordance with the relevant rules or regulations framed by the University.
- (ix) If as a result of revaluation of the candidate attracts the provision of condonation of deficiency, the same may be applied to his/her only for fresh attempt.

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

In all the courses the teacher has to select topics for teacher-method which should not be less than 20 percent. The approach will be direct classroom teaching through a series of lectures delivering concepts using ITC facilities, white or blackboard. Notes may also be circulated to the students; however, the students are to be involved in the preparation of the notes. The teacher will be responsible for selecting the best note for circulation. The teacher-centric methodology has recently fallen out of favour because this strategy for teaching is seen to favour passive students.

1. Student- centric / Constructivist Approach:

The topics of the courses may be selected at the start of the class and assigned one topic to each of the students for studying by themselves, prepare presentations, notes, etc., and present at respective class time after consultation and discussion with the course teachers. The teacher facilitates the learning of the students by guiding and providing input and explaining concepts. 60 percent of the course contents may be selected for this purpose. To avoid behaviour problems, teachers must lay a lot of groundwork in student-centric classrooms. Typically, it involves instilling a sense of responsibility in students. In addition, students must learn internal motivation.

a. Project-Based Learning: The teacher may select 5 percent of topics for the purpose and may conduct visits to the laboratory for experiments or field surveys. The selection of the topic may be done considering the available facility for the purpose. However, in the final semester of each of the programme the student has to undergo project-based learning at least 4 months duration. This approach will help the student to think critically, evaluate, analyze, make decisions, collaborate, and more.

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher

may look for the correctness of the solution or the best possible answer and discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

c. Flipped Classroom: About 10 percent of the course content has to be completed by this method. In this approach the students are asked to watch video or lecture prepared by the teacher or any video available (relevant to the course). A set of questions may be given to the students for searching answers by the students. The idea is that students should have more time in-classroom focusing on achieving these higher levels of thinking and learning. The Flipped classroom is also an acronym. The letters FLIP represent the four pillars included in this type of learning: Flexible environment, Learning culture shift, Intentional content, and Professional educator. As you can see, the second pillar refers to a culture shift from the traditional approach where students are more passive to an approach where students are active participants. As a result, this approach is also a student-centric teaching method.

d. Cooperative Learning: The remaining five percent has to be completed by cooperative learning approach. In this approach, the students are allotted problems. During library hours the students along with the teacher visit the library and search for probable solutions for the assigned problem. The same has to be done in groups so that the students discuss among themselves for the appropriate answers. Essentially, cooperative learning believes that social interactions can improve learning. In addition, the approach recreates real-world work situations in which collaboration and cooperation are required.

The percentage categorization for the completion of a theory course

Teacher-centric or Direct Classroom Teaching: Delivery by series of lectures	20%
Student-centric Approach, Students present and deliver lectures in the presence of teacher and supervised by teacher	60%
Students visit fields or perform experiments or teachers perform demonstration	05%
Flipped Classroom approach	10%
Cooperative learning approach	05%

Inquiry-based approach has to be followed in all of the classes

The teacher has to distribute the topics to be considered for teaching by the above-mentioned approaches and prepare a lesson plan for execution and maintain a file.

Curriculum Framework

Breakdown of Credits (for 2022-23 Syllabus)

Sl. No	Category	Total number of Credits
1	University Core (UC)	11
2	University Elective (UE)	13
3	Program Core (PC)	88
4	Departmental Elective (DE)	4
5	Faculty Elective (FE)	8
Total number of credits		127

Breakdown by categories of courses

Sl no	Category	Credits	%
1	Humanities and Social Science	100	78.75%
2	Computer Science	1	.80%
3	Universal Human Value (UHV)+Professional Ethics	2	1.57%
4	English	12	9.44%
4	GE	2	1.57%
5	Science	2	1.57%
6	Moocs	8	6.3%
Total		127	100

SEMESTER WISE COURSE DISTRIBUTION

	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester I	1.	Fundamentals of Performing Arts	22BAPA111R	PC	4	0	0	0	0	0	4	40	60	0	100
	2.	Concept of Dance Drama and Music	22BAPA112R	PC	4	0	0	0	0	0	4	40	60	0	100
	3.	Introduction to Sociology	22BAPA113R	PC	3	0	0	0	0	0	3	40	60	0	100
	4.	English	22BAPA114R	PC	2	0	0	0	0	0	2	40	60	0	100
	5.	Performing Arts (Practical)	22BAPA115R	PC	0	0	6	0	0	0	3	0	0	100	100
	6.	Extra Curricular (Non-CGPA)	22UBEC111	UC	0	0	0	4	0	0	1	0	0	0	0
	7.	Elementary English	22UBPD112R	UE	0	0	4	0	0	0	2	0	0	0	100
	Total					13	0	10	4	0	0	19	160	240	100
Semester II	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1.	Principles of Performing Arts	22BAPA121R	PC	3	0	0	0	0	0	3	40	60	0	100
	2.	Indian Art and Culture	22BAPA122R	PC	3	0	0	0	0	0	3	40	60	0	100
	3.	Foundation of Psychology	22BAPA123R	PC	3	0	0	0	0	0	3	40	60	0	100
	4.	English	22BAPA124R	PC	2	0	0	0	0	0	2	40	60	0	100
	5.	Techno Professional Skill-I	22BAPA125R	PC	0	0	2	0	0	0	1	0	0	100	100
	6.	Performing Arts Practical III	22BAPA126R	PC	0	0	0	12	0	0	3	0	0	100	100
	7.	Co Curricular (Non-CGPA)	22UBCC121	UC	0	0	0	4	0	0	1	0	100	0	100
	8.	Extra Curricular (Non-CGPA)	2UBEC121	UC	0	0	0	4	0	0	1	0	0	0	0
	9.	Implicit English	22UBPD122R	UE	0	0	4	0	0	0	2	0	0	0	0
	10.	Digital proficiency	22UUDL102R	UE	0	0	2	0	0	0	1	0	0	100	100
11.	Environmental Science	22UBES101R	UC	2	0	0	0	0	0	2	0	0	0	100	

	12.	MOOCSCE 1	22BACE121R	FE	0	0	4	0	0	0	2				
	Total				13	0	12	20	0	0	24	160	340	300	900
Semester III	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1.	Dance and Music Therapy	22BAPA211R	PC	3	0	0	0	0	0	3	40	60	0	100
	2.	Cultural History of North East India (Theory)	22BAPA212R	PC	3	0	0	0	0	0	3	40	60	0	100
	3.	Indian Classical Music (Practical)I Acting Practical Indian Classical Instrumental Music Percussion. Indian Classical Dance [Bharatnatyam] (Practica II)	A)22BAPM213R B)22BAPT213R C)22BAPI213R D)22BAPB213R	PC	0	0	6	0	0	0	3	0	0	100	100
	4.	Techno Professional Skill-II	22BAPA214R	PC	0	0	2	0	0	0	1	40	60	0	100
	5.	Field Study	22BAPA215R	PC	0	0	12	0	0	0	3	0	0	100	100
	6.	Understanding Cinema	22UBPD213R	UE	2	0	0	0	0	0	2	40	60	0	100
	7.	Co Curricular (Non-CGPA)	22UBCC211	UC	0	0	0	4	0	0	1	0	0	0	0
	8.	Extra Curricular (non-CGPA)	22UBEC211	UC	0	0	0	4	0	0	1	0	0	0	0
	9.	English Language or Excellence	22UBPD212R	UE	0	0	4	0	0	0	2	0	0	0	100
	10.	MOOCSCE 2	22BACE211R	FE	0	0	4	0	0	0	2	0	100	0	100
	Total				8	0	16	8	0	0	21	160	340	100	700
Semester IV	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1.	Aesthetics in Performing Arts	22BAPA221R	PC	3	0	0	0	0	0	3	40	60	-	100
2	Indian Classical Music Theory Classical Indian Theatre (Theory)	22BAPV222R 22BAPT222R	PC	3	0	0	0	0	0	3	40	60	0	100	

		Indian Classical Instrumental Percussion Music, Tabla Theory I													
		Dence (Bharatnatyam Theory I)	22BAPI222R												
	3	Indian Classical Music (Practical II)	22BAPV223R												
		Advanced Acting Technique (Practical)	22BAPT223R												
		Indian Instrumental Percussion Music Tabla (Practical)	22BAPI223R	PC	0	0	6	0	0	0	3	0	0	100	
		Indian Classical Dance [Bharatnatyam] (Practical II)	22BAPB223R												
	4	Techno Professional Skill-III	22BAPA224P	PC	0	0	2	0	0	0	1	40	60	0	
	5	GE	22UBPD223R	UE	2	0	0	0	0	0	2	40	60	0	
	6	Co Curricular (Non-CGPA)	22UBCC221	UC	0	0	0	4	0	0	1	0	0	0	
	7	Extra Curricular (Non-CGPA)	22UBEC221	UC	0	0	0	4	0	0	1	0	0	0	
	8	Universal Human Value (UHV) +Professional Ethics	22UUHV101R	UC	1	0	2	0	0	0	2	40	60	0	
	9	English for Employability	22UBPD222R	UE	0	0	4	0	0	0	2	0	0	0	
	10	MOOCSCE 3	22BACE221	FE	0	0	4	0	0	0	2	0	100	0	
	Total				12	0	24	8	0	0	20	240	460	100	
Semester V	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1.	Research Methodology	22BAPA311R	PC	3	0	0	0	0	0	3	40	60	0	100
	2	Theory of Hindustani Classical Music	22BAPV312R		3	0	0	0	0	0	3	40	60	0	100
	Western Theatre history and Theory	22BAPT312R													

		North Indian and South Indian Tala System (Theory)	22BAPI312R												
		Indian Classical Dance (Bharatnatyam) (Theory II)	22BAPB312R												
	3	Semi Classical Songs of India (Theory)	22BAPV313R	PC	2	0	0	0	0	0	2	40	60	0	100
		Foundation of Modern Theatre (theory)	22BAPT313R												
		Indian Classical Instrumental Percussion Music, Table (Theory)	22BAPI313R												
		Indian Classical Dance (Bharatnatyam Theory III)	22BAPB313R												
	4	Devotional Songs of Assam (Practical)	22BAPV314R	PC	0	0	6	0	0	0	3	0	0	100	100
		Media Acting (Practical)	22BAPT314R												
		Indian Classical Kathaki Baaj Tabla (Practical)	22BAPI314R												
		Folk Music and Folk Art of Tamil Nadu (Practical III)	22BAPB314R												
	5	Indian Classical Music (Practical III)	22BAPV315R	PC	0	0	6	0	0	0	3	0	0	100	100
		Folk thratre of Assam (Practical)	22BAPT315R												
		Indian Classical Instrumental (Practical)	22BAPI315R												
		Instrumental Percussion Music, Tabla (Practical) II	22BAPI315R												
		Indian Classical Dance [Bharatnatyam] (Practical IV)	22BAPB315R												
	6	History of Indian Music	22BAPA316R	DE	2	0	0	0	0	0	2	40	60	0	100
		Introduction to Contemporary music	22BAPA316R												

		Evolutions of Avanadhaya Vadya.	22BAPA316R														
		Indian Talandnotation system.	22BAPA316R														
		Contemporary Theatre	22BAPA316R														
		Dramatic Traditions of Assam	22BAPA316R														
		History of dance	22BAPA316R														
	7	Techno Professional Skill-IV	22BAPA317R	PC	0	0	2	0	0	0	1	40	60	0	100		
	8	Gender Sensitization	22BAPA318R	FC	2	0	2	0	0	0	3	40	60	0	100		
	9	MOOC SCE 4	22BACE311R	FE	0	0	4	0	0	0	2	0	100	0	100		
	Total				12	0	20	0	0	0	22	240	460	200	900		
Semester VI	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for					
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total		
	1.	Folk Songs of India	22BAPV321R	PC													
		Assamese Folk Theatre and Indian Folk	22BAPT321R														
		Theatre (Theory) Indian Folk Percussion	22BAPI321R		4	0	0	0	0	0	4	40	60	0	100		
		Instruments Brief idea on Folk Dances of India	22BAPB321R														
	2.	Indian Classical music (Theory)	22BAPV322R														
		Theatre and Design (Theory)	22BAPT322R														
		Indian Classical Instrumental Percussion Music Tabla (Theory)IV	22BAPI322R		4	0	0	0	0	0	4	40	60	0	100		
		Indian Classical Dance [Bharatnatyam](Theory IV)	22BAPB322R														
	3.	Art Appreciation	22BAPA323R	PC	2	0	2	0	0	0	3	40	60	0	100		
	4.	Indian classical music (Practical)IV/ Stage Performance	22BAPV324R	PC	0	0	6	0	0	0	3	0	0	100	100		
		Students Production (Practical)	22BAPT324R														

	Indian Classical Instrumental Percussion Music, Tabla (Practical/Stage Performance)	22BAPI324R												
	Indian Classical Dance [Bharathanatyam] (Practical V)/ StagePerformance	22BAPB324R												
5.	Communication Skills	22BAPA325R	PC	2	0	2	0	0	0	3	40	60	0	100
6.	Research Project	22BAPA325P	PC	0	0	0	16	0	0	4	0	0	10 0	100
Total				12	0	10	16	0	0	21	200	300	100	600

***IA: Internal Assessment, SEE: Semester End Examination,
PE: Practical Examination**

SEMESTER – I									
Course Title	FUNDAMENTALS OF PERFORMING ARTS								
Course code	22BAPA111R	Total credits: 04 Total hours:60T	L	T	P	S	R	O/F	C
			3	0	2	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To help students differentiate between fine art, visual art, and performing art. 2. To help students learn the evolution of dance, music and drama. 3. To teach students to appreciate art forms.								
CO1	Develop a comprehensive concept of arts along with classifications among fine arts, visual arts and performing arts.								
CO2	Acquire a thorough understanding of the historical evolution of dance, music, and Drama along with the knowledge of impact of archeological shrines and the epics upon performance tradition of Indian Music.								
CO3	Analyze the historical evolution of dance, music, and drama, including the influence of archaeological sites and epics on Indian music performance traditions.								
CO4	Apply the concepts of Rasa and Bhava to appreciate different art forms.								
CO5	Develop a nuanced concept of drama, theatre and acting elaborating its nature and categories according to Natyashastra.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Art: The meaning and purpose of art and its significance. Classification of art: Fine Arts, Visual Arts, Performance Arts, etc.	12	Will learn the significance of fine arts, and performance arts.				1,2		
II	Performance Tradition in India: Brief history of Evolution of Dance, Evolution of Theatre and Evolution of Music in India (Beginning of Performing Arts- Archaeological sites, Temples and Shrines, Courts and Palaces, Staging Epics-Ramayana and Mahabharata.	15	Learn about the evolution of dance music and drama.				1,2		
III	Art Appreciation: Rasa and Bhava	10	Will learn to appreciate art forms.				1,2		
IV	Drama and Introduction to Theatre and Acting: Nature, Four Categories of abhinaya according to Natyashastra, Actor 's preparation, Characterisation	15	Learning about Introduction of drama and its nature, Ntyasashtra				1,2		
V	Trend setters of performance tradition in Assam: Srimanta Sankardeva Jyoti Prasad Agarwala	8	Know about the trendsetters of performance tradition in India.				1,2		

REFERENCE BOOKS:

- R1: Raag Sangeet-- Birendra Kumar Phukan, Ghy, 1990, Kalyani Phukan
 R2: Taal Prodip--Keshav Changkakati, Ghy, 1981, Parvati Prakashan
 R3: The Bedford Introduction to Drama--Lee D. Jacobus

R4: Hindustani Vocal Music -- Jayashree Thatte Bhat, Shakti Malik Abhinav Publications, 2009
 R5: Introduction to Bharata's Natyasastra - Adya Rangacharya
 R6: Sunil Kothari, Satriya Classical Dance of Assam, Marg Publications, 2013, Sunil Kothari, New Directions in Indian Dance; Marg Publications; 2006

OTHER LEARNING RESOURCES:

1. <https://en.m.wikipedia.org>
2. <https://www.theatreseatstore.com>
3. <https://kalyanikalamandir.com>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a comprehensive concept of arts along with classifications among fine arts, visual arts and performing arts.	1,2,3,4,5,6,7,8,9,10
2	Acquire a thorough understanding of the historical evolution of dance, music, and Drama along with the knowledge of impact of archeological shrines and the epics upon performance tradition of Indian Music.	1,2,3,4,5,6,7,8,9,10
3	Analyze the historical evolution of dance, music, and drama, including the influence of archaeological sites and epics on Indian music performance traditions.	1,2,3,4,5,6,7,8,9,10
4	Apply the concepts of Rasa and Bhava to appreciate different art forms.	1,2,3,4,5,6,7,8,9,10
5	Develop a nuanced concept of drama, theatre and acting elaborating its nature and categories according to Natyashastra.	1,2,3,4,5,6,7,8,9,10

SEMESTER – I									
Course Title	CONCEPT OF DANCE DRAMA & MUSIC								
Course code	22BAPA112R	Total credits: 04 Total hours: 60T	L	T	P	S	R	O/F	C
			4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. Introduction to proper voice culture through different vocal exercises. 2. To impart theoretical knowledge about Gharana and musical trends and comparison between Carnatic and Hindustani Music. 3. Get knowledge about the dances of Shiva and Krishna.								
CO1	Demonstrate a thorough understanding of musical key terms like Sangeet, Laya, Raga, Jati, Tala, Matra etc.								
CO2	Differentiate between various types of musical instruments like Avanaddha vadya, Tat vadya, Sushir and Ghana vadya.								
CO3	Develop a comprehensive understanding of 72 thaats of Vyankatmukhi and creation of 32 Thaats.								
CO4	Acquire basic knowledge about Western music								
CO5	Develop a deep understanding on the philosophy of Nataraja and differentiate between Shiva and Krishna dance.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Definition of the Following terms: Sangeet, Laya, Raga, Jati, Taal, Matra, Sam, Khali Knowledge of Indian Musical Instruments: Avanaddha Vadya, Tata Vadya, Sushirvadya, GhanaVadya	8	Learn about terms Like Sangeet, Laya, Raag, Jati, Taal, Matra, Sam, Khali.				1,2		
II	72 Thaats ofVyankatmukhi: Creation of 32Thata	10	Thestudentswilllearnabout the ancient Indian Thatasystem				1,2		
III	An overview of Western Music	9	Studentswill arna out the general view on western music				1,2		
IV	Dance of Shiva andKrishna: Philosophy of Lord Nataraja-Historyof Indian dance up to the present.	9	Students will learn about the original and difference of the dances of Shiva and Krishna.				1,2		
V	Avanaddha Vadya, Tata Vadya, Sushirvadya, GhanaVadya						1,2		

REFERENCE BOOKS:

- R1: Theory of Drama- A. Nicoll, Kolkata.
R2: Sangeet Jyoti Visharad - Rukheshwar Baruah
R3: Mrinalini Sarabia, *Understanding Bharathanatyam*, A Darpana Publication, ----
R4: Ramachandra sekhar, *Dance Gestures*, G iri Trading Agency Private Limited, Chennai,2007
R5: Rina Singha, Reginald Massey, *Indian Dances-Their History and Growth*, F aber,1967

R6: Sudha rani Ragupathy, *Laghu Bharatham*, vol .1, Shree Bharathalaya, Chennai,19

OTHER LEARNING RESOURCES:

1. https://youtu.be/5oWu_wEkoxM
2. <https://youtu.be/Vus2cJO1AC8>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate a thorough understanding of musical key terms like Sangeet, Laya, Raga, Jati, Tala, Matra etc.	1,2,3,4,5,6,7,8,9,10
2	Differentiate between various types of musical instruments like Avanaddha vadya, Tat vadya, Sushir and Ghana vadya.	1,2,3,4,5,6,7,8,9,10
3	Develop a comprehensive understanding of 72 thaats of Vyankatmukhi and creation of 32 Thaats.	1,2,3,4,5,6,7,8,9,10
4	Acquire basic knowledge about Western music	1,3,4,5,6,7,8,9,10
5	Develop a deep understanding on the philosophy of Nataraja and differentiate between Shiva and Krishna dance.	1, 3,5,6,7,8,9,10

SEMESTER – I									
Course Title	INTRODUCTION TO SOCIOLOGY								
Course code	22BAPA113R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To acquaint the students of Sociology with the discipline toward notions and concepts. 2. To introduce the conceptual knowledge of Sociology. 3. To familiarize the students with the scope and importance of Sociology.								
CO1	Demonstrate the nature, scope, and significance of Sociology and its relationship with other social sciences.								
CO2	Familiarise with elementary notions like society, community, association, norms, and values, etc.								
CO3	Realize and recognize the presence of various social groups, social institutions and social processes in human society, which are responsible for the functioning of human society.								
CO4	Identify discrimination and inequality in everyday life and explore ways to overcome them.								
CO5	Analyze the Definition and Types of Social Stratification to evaluate their implications and societal impacts.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Sociology: 1. Meaning, Nature, Scope, Origin and Development of Sociology 2. Importance of the study of Sociology 3. Relationship with other Social Sciences 4. Sociology and Common Sense.	12	Student will understand about different social sciences disciplines in relation with sociology.				1,2		
II	Basic Concepts: 1. Society and Community 2. Social system-Meaning, Elements, Characteristics and Types; 3. Culture: Definition types and nature of culture 4. Folk ways, Mores, Norms, Value, Status, Role.	12	Students will learn major theories and concepts related to the societal values and norms.				1,2		
III	Social Groups and Social Processes: 1. Meaning of Social Group 2. Types of Social Group: Ingroup and Outgroup, Primary and Secondary Group 3. Social processes 4. Co-operation, Accommodation, Assimilation, Conflict, Competition	12	This unit will provide a basic understanding of the relationship between the individuals and society				1,2		
IV	Family and Marriage: 1. Meaning, Function and Types of family 2. Changes of family in India 3. Meaning and definition of marriage 4. Types and functions of Marriage	12	Students will understand fundamental processes of social institutions in India.				1,2		
V	Social Stratification: 1. Social Stratification 2. Definition and Types of social stratification 3. Caste and Class, 4. Social Mobility: Meaning and Types of social mobility.	12	This unit will help students to understand the sociological theories in general.				1,2		

TEXT BOOKS:

- T1: Bottomore, T.B.1971. Sociology: A Guide to Problems and Literature, London: Allen and Unwin.
T2: Dahrendorf, Ralf, 1968, Essays in the Theory of Society, Stanford: Stanford University Press.
T3: Durkheim, Emile, 1984, The Division of Labour in Society, Basingstoke: Macmillan.
T4: Franklin, Henry, 1990, The Principles of Sociology, Jaipur: Print Well publishers.
T5: Gelles J. Richard, Ann Levine, 1995, Sociology-An Introduction, McGraw Hill Company.
T6: Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press.
T7: Gisbert, Pavsca, 1973, Fundamentals of Sociology, Orient Longman, Bombay.

REFERENCE BOOKS:

- R1: Goldthorpe, J.K., 1985, an Introduction to Sociology, Cambridge University Press.
R2: Haralambos, 2007, Sociology: Themes and Perspectives, Bombay: OUP.
R3: Horton, Paul B. Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw Hill.
R4: Ogburn and Nimkoff, 1966, A Handbook of Sociology, New Delhi: Eurasia Publication House (Pvt) Ltd.
R5: Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press.
R6: Rawat, HK, 2010, Sociology: Basic concepts, Jaipur: Rawat Publications.
R7: Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill.
R8: Robey, David, 1973, Structuralism: An Introduction, 1st ed. Oxford: Clarendon Press.
R9: Sharma K.L., 2001, Reconceptualising Caste, Class & Tribe, Jaipur: Rawat Publications.
R10: Sharma, Ram Nath, 1993, Principles of Sociology, Bombay: Media Promoters and Publication Pvt Ltd

OTHER LEARNING RESOURCES:

- https://www.youtube.com/watch?v=NBqs-guEwVc&ab_channel=cceajggcmeeraudaipurclass
- <https://www.tandfonline.com/doi/abs/10.1080/01615440.1984.10594136?journalCode=vhim20>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the nature, scope, and significance of Sociology and its relationship with other social sciences.	1,3,4,5,6,7,8,9,10
2	Familiarise with elementary notions like society, community, association, norms, and values, etc.	1,3,4,6,7,8,9,10
3	Realize and recognize the presence of various social groups, social institutions and social processes in human society, which are responsible for the functioning of human society.	1,3,4,5,6,7,8,9,10
4	Identify discrimination and inequality in everyday life and explore ways to overcome them.	1,4,6,7,8,9,10
5	Analyze the Definition and Types of Social Stratification to evaluate their implications and societal impacts.	1,3,4,5,6,7,9,10

SEMESTER – I									
Course Title	ENGLISH								
Course code	22BAPA114R	Total credits: 2 Total hours: 30T	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To enable students to appreciate and improve skills in areas such as writing skills, communication, reading, and comprehension. 2. To strengthen knowledge of grammar and make the students understand literary writings and analyze text and poems. 3. To give the students the skills necessary to create their own written responses based on their reading and comprehension.								
CO1	Appreciate the various genres of literature, such as short stories and poems, by analyzing their elements and themes.								
CO2	Analyze the rules and methods employed in crafting letters, CVs, and resumes to comprehend their structure and purpose effectively.								
CO3	Create responses independently through reading and comprehension, demonstrating understanding and application of the material.								
CO4	Facilitate discussions to enhance students' speaking skills, foster teamwork, and promote critical thinking independently.								
CO5	Analyze the collaborative work of Michael Jackson and Lionel Richie in "We Are the World," and evaluate Bob Dylan's perspective in "Don't Think Twice."								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Tenses: Types of tenses: Transformation of verbs in different tense forms; Practice exercises Common Errors-Detecting errors in a sentence; Correction of sentences; Re arranging jumbled sentences; Practice exercises	6	Students will understand and enjoy the different genres of literature like short stories and poems.				1,2		
II	Preposition: Position of nouns in a sentence Narration; Direct and indirect speech Building Vocabulary; Synonyms and Antonyms; Pair Of words having the same sound but different meaning Paragraph Writing-writing short paragraphs within the given word limit. Comprehension - to be able to comprehend the given text or passage; Precis Writing	7	Understand the rules and methods of writing letters, CV, and resume				1,2		
III	Selected Novels: Best Loved Indian Stories of the Century Volume-1 (Selected and Edited by Indira Srinivasan and Chetnabhat)	8	The students will be able to write answers themselves based on reading and comprehension				1,2		
IV	Selected Poems: To ru Dutt-Our Casuarina Tree, Baumare; Nissim Ezekiel Night of the Scorpion; Poet,	4	Discussions will enable the students to improve their speaking skills, team spirit, and independent thinking.				1,2		

	Lover, Birdwatcher; Rabindra Nath Tagore- Where the Mind is Without Fear, Baby'sworld. Michael Jackson & Lionel Richie – We are the world, Bob Dylan- Don't think twice			
V	Modes of Communication- Request; Command; Wish; Permission	5	Student will get knowledge about modes of communication	1,2

REFERENCE BOOKS:

- R1: Wren & Martin High School English Grammar and Composition Book (Regular Edition)
R2: Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Appreciate the various genres of literature, such as short stories and poems, by analyzing their elements and themes.	1,2,3,4,6,7,8,9,10
2	Analyze the rules and methods employed in crafting letters, CVs, and resumes to comprehend their structure and purpose effectively.	1,2,3,6,7,9,10
3	Create responses independently through reading and comprehension, demonstrating understanding and application of the material.	1,2,3,4,6,7,8,9,10
4	Facilitate discussions to enhance students' speaking skills, foster teamwork, and promote critical thinking independently.	1,2,3,4,6,7,8,9,10
5	Analyze the collaborative work of Michael Jackson and Lionel Richie in "We Are the World," and evaluate Bob Dylan's perspective in "Don't Think Twice."	1,2,3,4,6,7,8,9,10

SEMESTER – I									
Course Title	PERFORMING ARTS (PRACTICAL)								
Course code	22BAPA115R	Total credits: 3 Total hours: 90	L	T	P	S	R	O/F	C
			0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. Demonstrate the students about the basic handgestures of Indian classical dance. 2. To teacher bout the different aspects of acting, music and basic concepts of Hindustani classical music. 3. Develop an appreciation for the cultural and historical context of Indian classical performing arts.								
CO1	Demonstrate basic hand gestures and Sloka used in Indian Classical Dance.								
CO2	Acquire proficiency in different aspects of acting like Angik, Vachika, Satvika, Acharjya etc.								
CO3	Demonstrate an understanding on different types of singing forms of Hindustani music like Alankara, Paltas, Alap, Tana etc.								
CO4	Acquire proficiency to perform different movements used in Satriya dance like Mati Akhora, Adavus etc.								
CO5	Develop a basic knowledge regarding Hindustani aand Carnatic Tala system.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Basic Handgestures used in Indian Classical Dances; Slokam-Dhyan Sloka, Guru Vandana Sloka (Gestures with its meaning); Dhrishti Bheda, Greeva Bheda		18	The students will learn basic hand and slokas used in Indian Classical Dance				1,2	
II	Different aspects of Acting: Angika (Gestures), Vachika (Words), Svatika (Representation of Sattva), Aharjya (Costumes and décor)		18	The students will learn the different aspects of acting				1,2	
III	Concept on different types of Singing Forms of Hindustani Music: Alankar, Paltas, Komal Swara, Tibra Swara, Alaap,		18	The students will understand the basic concept on types of Hindustani music				1,2	
IV	Exercises: Mati Akhora, Adavus		18	The students will learn about mati akhora, adavus of Satriya dance.				1,2	
V	Basics of tala system in Hindustani and Carnatic music		18	Learning about the tala system of Indian classical music				1,2	

REFERENCE BOOKS:

- R1: Bora Karuna, -, Jorhat, 2006, Grantha Sanskriti, Satriya Nrityar Rupdarshan
R2: Ujani Asomar Lokanritya -Edited by Dr. Karabi Deka Hazarika, 2011, Assamese Dept. D.U.
R3: Dr. Mahanta Jagannath, Bhabani Off set Pvt.Ltd.2003, Ghy, Satriya Nritya Geet Badya Hatputhi
R4: Phukan Birendra Kumar, Phukan Kalyani, Ghy, 1990, Raag Sangeet

OTHER LEARNING RESOURCES:

- <https://apps.dtic.mil/sti/pdfs/ADA395083.pdf>
- https://books.google.co.in/books?hl=en&lr=&id=4iNeDwAAQBAJ&oi=fnd&pg=PT11&dq=performing+arts&ots=ZSCDiGkgUL&sig=NDJQWFGR7a5ERHcCRKle1bRWGMw&redir_esc=y#v=onepage&q=performing%20arts&f=false
- <https://youtu.be/bi5oVX0Sp9s>
- <https://youtu.be/Q9t-KiJKDPI>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate basic hand gestures and Sloka used in Indian Classical Dance.	1,2,3,4,5,6,7,8,9,10
2	Acquire proficiency in different aspects of acting like Angik, Vachika, Satvika, Acharjya etc.	1,2,3,4,5,6,7,8,9,10
3	Demonstrate an understanding on different types of singing forms of Hindustani music like Alankara, Paltas, Alap, Tana etc.	1,2,3,4,5,6,7,8,9,10
4	Acquire proficiency to perform different movements used in Satriya dance like Mati Akhora, Adavus etc.	1,2,3,4,5,6,7,8,9,10
5	Develop a basic knowledge regarding Hindustani aand Carnatic Tala system.	1,2,3,4,5,6,7,8,9,10

SEMESTER – I									
Course Title	EXTRA-CURRICULAR(NON-CGPA)								
Course code	22UBEC111	Total credits: 1 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To develop the social and soft skills and to promote a holistic development of the learners 2. To provide opportunities for students to discover and nurture their hidden talents. 3. To cultivate a positive outlook and higher self-esteem through active engagement in extracurricular activities								
CO1	Engage students in their hobbies and interests.								
CO2	Enable students to learn and display their hobbies.								
CO3	Promote higher self-esteem and positive outcomes.								
CO4	Develop social skills in students.								
CO5	Involve students in their hobbies and interests.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Extracurricular Activities	12	Students will develop enhanced social and soft skills, leading to a more holistic personal and professional growth.					1,2	
II	Club Participation:	12	Students will gain a well-rounded education, improving their creativity, teamwork, and leadership skills through active participation in various club activities.					1,2	
III	Workshops and Competitions:	12	Students will enhance their skills and knowledge in their areas of interest through active participation in workshops and competitions.					1,2	
IV	Inter-University and National Representation:	12	Students will enhance their competitive skills and gain recognition by successfully participating in inter-university and national level competitions.					1,2	
V	Expert Workshops	12	Students will enhance their competitive skills and gain recognition by successfully participating in inter-university and national level competitions.					1,2	

OTHER LEARNING RESOURCES:

<https://www.ncbi.nlm.nih.gov/books/NBK9839/?term=cell%20Biologv>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Engage students in their hobbies and interests.	1,2,3,4,6,7,8,9,10
2	Enable students to learn and display their hobbies.	1,3,4,6,7,8,9,10
3	Promote higher self-esteem and positive outcomes.	1,3,4,6,7,8,9,10
4	Develop social skills in students.	3,4,6,7,9,10
5	Involve students in their hobbies and interests.	1,2,3,4,6,7,8,9,10

SEMESTER – I									
Course Title	ELEMENTARY ENGLISH (Communicative English & SoftSkills)								
Course code	22UBPD112R	Total credits: 2 Total hours:60	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To enable the students to learn, comprehend and apply the basics of English grammar in language use. 2.To develop the skills of listening and speaking through various exercises. 3. To learn and understand the basics of Phonetics and importance of correct pronunciation in a language.								
CO1	Apply grammar exercises to facilitate the development of students' speaking and writing skills.								
CO2	Utilize communication skills to articulate thoughts effectively in both informal and formal settings.								
CO3	Construct simple sentences incorporating learned vocabulary and applying appropriate grammatical structures.								
CO4	Apply phonetic principles to improve pronunciation and communication clarity.								
CO5	Apply effective communication techniques in various contexts to enhance communication skills.								
Unit-No.	Content		Contact Hour	Learning Outcome			KL		
I	GrammarParts of Speech Articles Auxiliary Verbs Affirmative and Negative Sentences		12	Learning about the Grammer part of Speech			1,2		
II	Grammar Determiners Sentence Construction Types of Sentences (Assertive, Imperative etc.) Degree of Comparison Comprehension Exercises		12	Familiarizing about the determiners sentence on struction			1,2		
III	Listening SkillsWhat is listening? Factors that adversely affectListening		12	Understanding the listening skills.			1,2		
IV	SpeakingSkills Introduction and Greetings Basics of Phonetics, pronunciation Asking and of fering informationVideo Recording-Self Reflection on Speaking		12	Learning thecontemporarypeakingskills			1,2		
V	CommunicationSkills I. Introduction to Communication, II. Importance of Communication Skills, III. Purpose of Communication, IV. Types of Communication, V. Formalan din formal communication VI. Barriers to Communication VII. How toimprove/tips to improve Communication skills		12	Learning the basic communication skill			1,2		

TEXT BOOKS:

T1: English Vocabulary in Use (Advanced), Michael McCarthy and Felicity, CUP.

T2: English Grammar in Use, Raymond Murphy 4th edition, CUP.

T3: Effective Communication and Soft Skills, Nitin Bhatnagar, Pearsons.

REFERENCE BOOKS:

R1: Elementary English Grammar and Practice, Collins Corpus.

R2: Wren, P.C and Martin, H. 1995. High School English Grammar and Composition, S Chand Publishing.

R3: Suggested Reading.

R4: Elementary English Grammar, Shri Sai Printographers, 2019

OTHER LEARNING RESOURCES:

1. <https://youtu.be/bEB8-SWMYhI>https://youtu.be/-zZau_dttRY

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply grammar exercises to facilitate the development of students' speaking and writing skills.	1,2,3,4,5,6,7,8,9,10
2	Utilize communication skills to articulate thoughts effectively in both informal and formal settings.	1,3,4,6,8,9,10
3	Construct simple sentences incorporating learned vocabulary and applying appropriate grammatical structures.	2,3,4,5,6,7,8,9,10
4	Apply phonetic principles to improve pronunciation and communication clarity.	1,2,3,4,5,6,7,10
5	Apply effective communication techniques in various contexts to enhance communication skills.	3,4,5,6,7,8,9,10

SEMESTER – II									
Course Title	PRINCIPLES OF PERFORMING ARTS								
Course code	22BAPA121R	Total credits:3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1.To understand the principles of performing arts. 2.To gain knowledge about hand gestures and slokas used in Indian classical dance. 3. To develop an understanding of different aspects of acting basic concept of Hindustani classical music and the difference in the tala system of Hindustani and Karnataka music.								
CO1	Acquire proficiency in designing performances like Indoor performance, Outdoor performance context, time duration of performance etc.								
CO2	Develop an understanding on various musical concepts like Pakad, Dhvani, Naad, Shruti, Saptak etc.								
CO3	Acquire proficiency to perform Thaata, Raga, Sthayi, Antara, Meend, Gamak etc.								
CO4	Demonstrate a comprehensive understanding on the basic concept of acting, its elements, performance skills, preparation, vocal exercises with focus on breathing etc.								
CO5	Acquire proficiency to perform Hastas namely Samyukta, Asamyukta Hasta and their significance in dance alongwith different Sloka namely Dhyana, Guru Vandana Sloka, Drishti Bheda, Greeva Bheda etc.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Designing Performance -Place of performance-space for performance, Placing audience, back stage Environments. Indoor performance, Outdoor performance, Time-Duration of performance, Schedule-tight and flexible, Context of performance.		9	Learning the designing performance				1,2	
II	Basic Concepts of Sangeet: Pakad, Dhvani, Nada, Shruti, Swara, Arohan, Avarohan, Alankar, Saptak, 10 Thatas, Raga, Sthayi, Antara, Meend, Gamak		9	Learning some concept of sangeet				1,2	
III	Acting: Concept, Definition, Elements, Origin of theatre, History, Contemporary theatre and experiment.		9	Learning concept definition elements skills physical preparation of acting some vocal exercises breathing humming pitch				1,2	
IV	Hastas -Asamyukta and Samyukta and their significance in dance; Dhyana Sloka & Guru Vandana Sloka Meaning, Drishti Bheda & Greeva Bheda with Sloka		9	Learning hastas of part of Natyam Assam mukta hasta and samyukta hasta the significance of dance				1,2	
V	Importance of Media in Performing Arts; Necessity and Equipments of Documentation.		9	Learning the importance of media in performing arts				1,2	

REFERENCE BOOKS:

- R1: Chandra Satish; Sangeet shree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
R3: The Bedford Introduction to Drama--Lee D. Jacobus
R4: Hindustani Vocal Music—Jayashree ThatteBhat, Shakti Malik Abhinav Publications, 2009
R5: Introduction to Bharata's Natyasastra-Adya Rangacharya
R5: Sunil Kothari, Sattriya Classical Dance of Assam, Marg Publications, 2013, Sunil Kothari, New Directions in Indian Dance; Marg Publications; 2006

OTHER LEARNING RESOURCES:

1. <https://youtu.be/d1WT-TsEv9E>
2. <https://youtu.be/9VQjH0RrdXU>
3. <https://youtu.be/50zRuvdVfmM>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire proficiency in desiging performances like Indoor performance, Outdoor performance context, time duration of performance etc.	1,2,3,4,5,6,7,8,9,10
2	Develop an understanding on various musical concepts like Pakad, Dhvani, Naad, Shruti, Saptak etc.	1,2,3,4,5,6,7,8,9,10
3	Acquire proficiency to perform Thaata, Raga, Sthayi, Antara, Meend, Gamak etc.	1,2,3,4,5,6,7,8,9,10
4	Demonstrate a comprehensive understanding on the basic concept of acting, its elements, performance skills, preparation, vocal exercises with focus on breathing etc.	1,2,3,4,5,6,7,8,9,10
5	Acquire proficiency to perform Hastas namely Samyukta, Asamyukta Hasta and their significance in dance alongwith different Sloka namely Dhyana, Guru Vandana Sloka, Drishti Bheda, Greeva Bheda etc.	1,2,3,4,5,6,7,8,9,10

SEMESTER – II									
Course Title	INDIAN ART AND CULTURE								
Course code	22BAPA122R	Total credits:3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1. To learn Indian arts. 2. To acquaint learners with the Indian Architecture. 3. To learn about the Indian classical music and folk music.								
CO1	Develop a basic concept on various arts forms, cultures, architectures of India.								
CO2	Acquire comprehensive knowledge regarding history of Indian music, Indian Recorded Music along with classification of Indian Classical Music and Indian Folk Music, Assamese Folk Music etc.								
CO3	Demonstrate an understanding on various Classical dances & Folk dances of India, various Folk dances of Assam & North-East.								
CO4	Develop understanding regarding Indian Theatre, Martial arts, Film cultures of India.								
CO5	Acquire knowledge regarding UNESCO's list of Intangible Heritage, Indian Crafts.								
Unit-No.	Content			Contact Hour	Learning Outcome				KL
I	Introduction to Arts Tradition of Arts Indian Visual Arts Indian Culture: Characteristics of Indian Culture Indian Architecture Inscription			9	Describe, illustrate and explain cell organization and functions, microscopy and structural differences.				1,2
II	History of Indian Music Classification of classical music Indian folk music Assamese folk music. History of Indian recorded Music			9	Describe, illustrate and explain membrane structure, function; cell organization and the proteins involved in transportation.				1,2
III	Indian dance Classical dances of India of Folk dances of India of Folk dance Assam Folk dances North East			9	Describe, illustrate and explain chromosomal structure and types.				1,2
IV	Indian Theatre of Martial of Arts India Film culture India			9	Describe, illustrate and explain the mechanism of cell-to-cell communication				1,2
V	UNESCO's list of Intangible Heritage Indian Handicrafts			9	Describe, illustrate and explain the cell cycle and division in general and in some specific cell types				1,2

REFERENCE BOOKS:

- R1: Agarwal PK, Art and heritage, Indian culture
R2: Mukherjee Radhakamal, The culture and art of India

OTHER LEARNING RESOURCES:

1. <https://youtu.be/E1q5owk09XM>
2. <https://youtu.be/V4QT6G8IvoM>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a basic concept on various arts forms, cultures, architectures of India.	1,2,3,4,5,6,7,8,9,10
2	Acquire comprehensive knowledge regarding history of Indian music, Indian Recorded Music along with classification of Indian Classical Music and Indian Folk Music, Assamese Folk Music etc.	1,2,3,4,5,6,7,8,9,10
3	Demonstrate an understanding on various Classical dances & Folk dances of India, various Folk dances of Assam & North-East.	1,2,3,4,5,6,7,8,9,10
4	Develop understanding regarding Indian Theatre, Martial arts, Film cultures of India.	1,2,3,4,5,6,7,8,9,10
5	Acquire knowledge regarding UNESCO's list of Intangible Heritage, Indian Crafts.	1,2,3,4,5,6,7,8,9,10

SEMESTER – II									
Course Title	FOUNDATION OF PSYCHOLOGY								
Course code	22BAPA123R	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1. To understand the fundamental processes underlying human behavior. 2. To gain a better understanding of the field of psychology both historical and current. 3. To develop an understanding of processes involved in learning and cognition.								
CO1	Comprehend the human thought process.								
CO2	Compare and contrast the major fields of study and theoretical perspectives within psychology to identify their similarities and differences.								
CO3	Analyze the basic principles, major theories, and research related to learning and cognition.								
CO4	Analyze memory and forgetting processes to improve understanding and retention capabilities.								
CO5	Differentiate various types of learning to deepen understanding of learning processes.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction: Historical Foundation of Psychology Nature and Scope of Psychology Branches of Psychology School of Psychology Role of a Psychologist in the society		9	Describe, illustrate and explain cell organization and functions, microscopy and structural differences.				1,2	
II	Attention And Perception: Factors or Determinants of Attention Attention- span, division and distraction. Perception-perceptual constancy-illusion, internal and external factors influencing perceptual. Perceptual Organization		9	Describe, illustrate and explain membrane structure, function; cell organization and the proteins involved in transportation.				1,2	
III	Motivation and Emotions: Definition and function of motives, types of motives, Unconscious motives Maslow's theory of motivation Definition and nature of emotions. Theories of emotion-James Lange, Cannon Bard		9	Describe, illustrate and explain chromosomal structure and types.				1,2	
IV	Memory and Forgetting Memory definition, type of memory Information processing model of memory Methods of measuring memory Methods of improving memory Forgetting- Definition Causes of Forgetting Curve of Forgetting		9	Describe, illustrate and explain the mechanism of cell-to-cell communication				1,2	
V	Learning: Meaning and Characteristics of learning, types of learning, Theories of learning- Classical Conditioning, Operant Conditioning, Insight Learning, Latent Learning, Trial and Error		9	Describe, illustrate and explain the cell cycle and division in general and in some specific cell types				1,2	

REFERENCE BOOKS:

R1: Morgan, C.T., & King, R.A. (1975). Study guide for Morgan and King Introduction to psychology: Fifth edition. New York: McGraw-Hill

R2: Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.

R3: Ciccarelli, S.K., & Meyer, G.E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education

R4: Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Comprehend the human thought process.	1,2,3,4,5,6,7,8,9,10
2	Compare and contrast the major fields of study and theoretical perspectives within psychology to identify their similarities and differences.	1,2,3,4,5,6,7,8,9,10
3	Analyze the basic principles, major theories, and research related to learning and cognition.	1,2,3,4,5,6,7,8,9,10
4	Analyze memory and forgetting processes to improve understanding and retention capabilities.	1,2,3,4,5,6,7,8,9,10
5	Comprehend the human thought process.	1,2,3,4,5,6,7,8,9,10

SEMESTER – II									
Course Title	ENGLISH								
Course code	22BAPA124R	Total credits:2 Total hours: 30T	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1.To enable students to appreciate and improve skills in areas such as writing skills, communication, reading, comprehension, conversation, facing interview, presentation skills etc. 2. To make the students understand literary writings and analyse texts and poems.								
CO1	Appreciate the different genres of literature, such as short stories and poems, to foster enjoyment and understanding.								
CO2	Analyze the rules and methods utilized in writing letters, CVs, and resumes to foster understanding and proficiency.								
CO3	Create responses independently through reading and comprehension, demonstrating understanding and application of the material.								
CO4	Analyze discussions to enhance students' speaking skills, team spirit, and encourage independent thinking.								
CO5	Analyze selected poems by A.K. Ramanujan and Kamala Das to understand themes and poetic techniques.								
Unit-No.	Content			Contact Hour	Learning Outcome				KL
I	CVWriting: Methods to write a good and effective C.V.; Rules to be followed as well as points that should be avoided while preparing a C.V.; Practice exercises; Rules and Methods of Writing Official Letters, Job Application letter, Complain letter, Sample Letters.			6	Learning the rules and methods of writing letters, CV and resume.				1,2
II	Situational Conversation: Facing an Interview, Telephone Conversation, Practical Exercises.			6	Learning ability to write answers themselves based on reading and comprehension.				1,2
III	Presentation Skills; Interview Skills, Email, Memos			6	Learning to improve their speaking skills, team spirit and independent thinking.				1,2
IV	Selected Novels: Malgudi Days by R.K. Narayan (1934)			6	Learning the different genres of literature like short stories and poems				1,2
V	Selected Poems: A.K. Ramanujan-Breaded Fish, Self Portrait; KAMALADAS -My Mother at Sixty Six, My Grandmother's House			6	Learning the different genres of literature like short stories and poems types of learning				1,2

REFERENCE BOOKS:

- R1: Wren & Martin High School English Grammar and Composition Book (Regular Edition)
R2: Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking by Grant Barrett
R3: Malgudi Days by R.K. Narayan, Penguin Classics
R4: Cracking the Coding Interview (Indian Edition) by Gayle Laakmann McDowell

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Appreciate the different genres of literature, such as short stories and poems, to foster enjoyment and understanding.	1,2,3,4,5,6,7,8,9,10
2	Analyze the rules and methods utilized in writing letters, CVs, and resumes to foster understanding and proficiency.	1,2,3,4,5,6,8,9,10
3	Create responses independently through reading and comprehension, demonstrating understanding and application of the material.	1,2,3,4,5,6,7,8,9,10
4	Analyze discussions to enhance students' speaking skills, team spirit, and encourage independent thinking.	1,2,3,4,5,6,7,8,9,10
5	Analyze selected poems by A.K. Ramanujan and Kamala Das to understand themes and poetic techniques.	1,2,3,4,5,6,7,8,9,10

SEMESTER – II									
Course Title	TECHNO PROFESSIONAL SKILLS								
Course code	22BAPA125R	Total credits:1 Total hours: 15P	L	T	P	S	R	O/F	C
			0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	Course Objectives: Social media enables performing artists at all levels to promote themselves at a minimum cost and time. Places like Facebook and Instagram allow artist to share their process, connect with other artists, and develop a following of people who enjoy their work. Through this network, they will be able to create a specific network for themselves. This paper will provide the necessary knowledge for using social media.								
CO1	Examine social media to deepen understanding.								
CO2	Create basic content.								
CO3	Implement posting on social media.								
CO4	Assess content quality and effectiveness using established criteria and feedback mechanisms.								
CO5	Create a robust social media presence.								
Unit-No.	Content			Contact Hour	Learning Outcome				KL
I	Understanding social media			2	Socialmedia enables performingartists at allelevels to promote themselves at a minimum cost and time.				1,2
II	Content Creation Basic			2	Get Knowledgeable students toCreate content in correctway.				1,2
III	Postingon social media			2	Gainknowledge about how topost anythingon Socialmedia.				1,2
IV	Content Evaluation			2	Through thisnet work, they will be able to create aspecificnet work for themselves				1,2
V	Increase Social Media Presence			2	This paper will provide the necessaryknowledge for using social media.				1,2

REFERENCE BOOKS:

- R1: Kietzmann, Jan H.; Hermkens, Kristopher (2011). "Social media? Get serious!Understanding the functional building blocks of social media".Business Horizons (Submitted manuscript). **54** (3): 241–251.doi:10.1016/j.bushor.2011.01.005.S2CID51682132.
- R2: Jump up to: Obar,Jonathan A.;Wildman, Steve (2015). "Social media definition andthe governance challenge: An introduction to the special issue". Tele communications Policy. (9):745–
- R3: Tuten, TracyL. Solomon MichaelR. (2018). Social media. Marketing. Los Angeles: Sage.p.4.

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Examine social media to deepen understanding.	1,2,3,4,5,6,7,8,9,10
2	Create basic content.	1,2,5,6,7,8,9,10
3	Implement posting on social media.	1,2,3,4,5,6,7,8,9,10
4	Assess content quality and effectiveness using established criteria and feedback mechanisms.	1,2,3,4,5,6,7,8,9,10
5	Create a robust social media presence.	1,2,3,4,5,6,7,8,9,10

SEMESTER – II									
Course Title	PERFORMING ARTS PRACTICAL								
Course code	22BAPA126R	Total credits:3 Total hours: 60	L	T	P	S	R	O/F	C
			0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1. Demonstrate the students about the basic hand gestures of Indian classical dance. 2. To teach about the different aspects of acting, music and basic concepts of Hindustani classical music.								
CO1	Acquire proficiency to sing swarmalika of Raag Yaman & Bhupali, different types of <i>Alaps, Meend, Alankars</i> etc.								
CO2	Acquire proficiency to perform physical exercises, voice exercises, theatre game observation, imitation, improvisation and characterization.								
CO3	Demonstrate an understanding of different techniques of playing Tabla instruments such as how to perform <i>Hasta Sadhana, Bol, Quida, Bister, Tukra, Paran</i> etc.								
CO4	Gain practical knowledge of different dance items such as five <i>Adavu, namely Allaripu, Pushpanjali, Samyukta Hasta, Asamyukta Hasta, Pataka Viniyoga Hasta</i> .								
CO5	Acquire proficiency to perform on the stage, to communicate with audience etc.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Practiceswaramalika of Raag Yaman and Bhupali Practice Meend Swara, Kan Swara, Alaap, Practice of 20Alankara		12	Describe, illustrate and explain cell organization and functions, microscopy and structural differences.				1,2	
II	Warm-up, Physical exercise, voice exercise, theatre game observation, Imitation, Improvisation And characterization.		12	Describe, illustrate and explain membrane structure, function; cell organization and the proteins involved in transportation.				1,2	
III	Hastha Sadhan Bol, Quida, Bister, Tukra, Paran		12	Describe, illustrate and explain chromosomal structure and types.				1,2	
IV	Concepts on any five adavus, dance items- (allaripu, pushpanjali), samyukta hasta, asamyukta hasta, pataka viniyoga hasta.		12	Describe, illustrate and explain the mechanism of cell-to-cell communication				1,2	
V	Stage Performance		12	Describe, illustrate and explain the cell cycle and division in general and in some specific cell types				1,2	

REFERENCE BOOKS:

- R1: Bora Karuna, -, Jorhat, 2006, Grantha Sanskriti, Sattriya Nrityar Rupdarshan
R2: Ujani Asomar Lokanritya -Edited by Dr. Karabi Deka Hazarika, 2011, Assamese Dept. D.U.
R3: Dr. Mahanta Jagannath, Bhabani of fset Pvt.Ltd.2003, Ghy, Sattriya Nritya Geet Badya Hatputhi
R4: Phukan Birendra Kumar, Phukan Kalyani, Ghy, 1990, Raag Sangeet

OTHER LEARNING RESOURCES:

1. <https://apps.dtic.mil/sti/pdfs/ADA395083.pdf>
2. https://books.google.co.in/books?hl=en&lr=&id=4iNeDwAAQBAJ&oi=fnd&pg=PT11&dq=performing+arts&ots=ZSCDiGkgUL&sig=NDJQWFGR7a5ERHcCRKle1bRWGMw&redir_esc=y#v=onepage&q=performing%20arts&f=false
3. <https://youtu.be/bi5oVX0Sp9s>
4. <https://youtu.be/Q9t-KiJKDPI>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire proficiency to sing swarnalikas of Raag Yaman & Bhupali, different types of <i>Alaps, Meend, Alankars</i> etc.	1,2,3,4,5,6,7,8,9,10
2	Acquire proficiency to perform physical exercises, voice exercises, theatre game observation, imitation, improvisation and characterization.	1,2,3,4,5,6,7,8,9,10
3	Demonstrate an understanding of different techniques of playing Tabla instruments such as how to perform <i>Hasta Sadhana, Bol, Quida, Bister, Tukra, Paran</i> etc.	1,2,3,4,5,6,7,8,9,10
4	Gain practical knowledge of different dance items such as five <i>Adavus</i> , namely <i>Allaripu, Pushpanjali, Samyukta Hasta, Asamyukta Hasta, Pataka Viniyoga Hasta</i> .	1,2,3,4,5,6,7,8,9,10
5	Acquire proficiency to perform on the stage, to communicate with audience etc.	1,2,3,4,5,6,7,8,9,10

SEMESTER – II									
Course Title	CO-CURRICULAR								
Course code	22UBCC121	Total credits:1 Total hours: 15	L	T	P	S	R	O/F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1. To enhance the students acquainted with the classroom learning activities. 2. To enhance the students' abilities with revision work. 3. To expand the knowledge and skills of the students with day with classroom activities.								
CO1	Recall key concepts and strategies for effective eye contact during interactions with clients, groups, and communities.								
CO2	Explain the purpose and importance of formulating agendas for social and cultural events, and describe the components involved in creating a comprehensive agenda.								
CO3	Utilize learned techniques to organize and conduct programs, seminars, workshops, and other events, demonstrating practical skills in event management.								
CO4	Assess the effectiveness of different strategies for conducting events and programs by evaluating their outcomes and identifying areas for improvement.								
CO5	Design and implement a detailed agenda for a social or cultural even Agenda Formulation incorporating best practices and ensuring alignment with the event's objectives and target audience.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Effective Communication Techniques	3	Studeents will exhibit effective eye contact and other key communication skills when interacting with clients, groups, and communities, enhancing interpersonal communication.				1,2		
II	Agenda Formulation	3	Students will develop the ability to design comprehensive and well-organized agendas for social and cultural events				1,2		
III	Program Conduction	3	Students will gain proficiency in implementing the processes necessary for conducting various programs				1,2		
IV	Community Engagement	3	Students will engage in community activities and programs				1,2		
V	Revision and Reflection	3	Students will critically evaluate their personal performance and outcomes from co-curricular activities				1,2		

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Recall key concepts and strategies for effective eye contact during interactions with clients, groups, and communities.	1,2,3,4,5,6,7,8,9,10
2	Explain the purpose and importance of formulating agendas for social and cultural events, and describe the components involved in creating a comprehensive agenda.	1,2,3,4,5,6,7,8,9,10
3	Utilize learned techniques to organize and conduct programs, seminars, workshops, and other events, demonstrating practical skills in event management.	1,2,3,4,5,6,7,8,9,10
4	Assess the effectiveness of different strategies for conducting events and programs by evaluating their outcomes and identifying areas for improvement.	1,2,3,4,5,6,7,8,9,10
5	Design and implement a detailed agenda for a social or cultural even Agenda Formulation incorporating best practices and ensuring alignment with the event's objectives and target audience.	1,2,3,4,5,6,7,8,9,10

SEMESTER – II									
Course Title	EXTRA-CURRICULAR(NON-CGPA)								
Course code	22UBEC111	Total credits:1 Total hours: 15	L	T	P	S	R	O/F	C
			0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1. To develop students' interpersonal skills, communication abilities, and emotional intelligence through engagement in diverse extracurricular activities. 2. To promote overall growth by integrating activities from various domains such as dance, music, photography, and drama into the learning process. 3. To equip students with the skills and confidence to represent ADTU in inter-university, state, and national level competitions.								
CO1	Engage actively in club activities related to dance, music, photography, drama, literacy, and other areas, aligning with individual interests and hobbies.								
CO2	Acquire advanced skills and deepen knowledge through workshops and training sessions conducted by field experts.								
CO3	Demonstrate the skills and confidence necessary to represent ADTU effectively in inter-university, state, and national level competitions.								
CO4	Experience a 360-degree learning approach that integrates extracurricular activities with academic learning, fostering comprehensive personal and professional growth.								
CO5	Enhance interpersonal skills, communication abilities, and emotional intelligence, contributing to overall development and readiness for various life and career challenges.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Extracurricular Engagement Overview of club activities (dance, music, photography, drama, literacy)		3	Students will learn to engage actively in club activities related to dance, music, photography, drama, literacy, and other areas, aligning with their individual interests and hobbies.				1,2	
II	Skill Development Workshops Workshops and training sessions led by experts		3	Students will learn to acquire advanced skills and deepen their knowledge through workshops and training sessions conducted by field experts.				1,2	
III	Preparation for Competitions Strategies for representing ADTU in inter-university, state, and national level competitions		3	Students will learn to demonstrate the skills and confidence necessary to represent ADTU effectively in inter-university, state, and national level competitions.				1,2	
IV	360-Degree Learning Integration Integrating extracurricular activities with academic learning		3	Students will learn to experience a 360-degree learning approach that integrates extracurricular activities with academic learning, fostering comprehensive personal and professional growth.				1,2	
V	Personal Development and Soft Skills		3	Students will learn to enhance their interpersonal skills, communication abilities, and emotional intelligence, contributing to their overall				1,2	

			development and readiness for various life and career challenges.	
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RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Engage actively in club activities related to dance, music, photography, drama, literacy, and other areas, aligning with individual interests and hobbies.	1,2,3,4,5,6,7,8,9,10
2	Acquire advanced skills and deepen knowledge through workshops and training sessions conducted by field experts.	1,2,3,4,5,6,7,8,9,10
3	Demonstrate the skills and confidence necessary to represent ADTU effectively in inter-university, state, and national level competitions.	1,2,3,4,5,6,7,8,9,10
4	Experience a 360-degree learning approach that integrates extracurricular activities with academic learning, fostering comprehensive personal and professional growth.	1,2,3,4,5,6,7,8,9,10
5	Enhance interpersonal skills, communication abilities, and emotional intelligence, contributing to overall development and readiness for various life and career challenges.	1,2,3,4,5,6,7,8,9,10

SEMESTER – II									
Course Title	IMPLICIT ENGLISH								
Course code	22UMPD122R	Total credits:02 Total hours:60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1. To equip students with the skills to interchange sentence types, use various tenses, and correct common grammatical errors. 2. To enable students to effectively use one-word substitutions, understand homonyms and homophones, avoid commonly confused words, and use idioms and phrases. 3. To help students understand the nature and types of listening, and overcome barriers to effective listening.								
CO1	Provide students with the ability to transform sentence types, utilize different tenses, and address common grammatical mistakes.								
CO2	Empower students to proficiently apply one-word substitutions, differentiate between homonyms and homophones, avoid frequently confused words, and incorporate idioms and phrases in their vocabulary.								
CO3	Assist students in comprehending the various aspects and types of listening, and in identifying and overcoming obstacles to effective listening.								
CO4	Facilitate students in employing effective reading strategies, extracting relevant information from texts, and utilizing the SQ3R method.								
CO5	Instruct students on the significance of time management and provide foundational strategies to manage their time efficiently.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Module 1- Grammar (flipped classroom) i. Interchange of Interrogative and Assertive Sentences, Exclamatory and Assertive Sentences ii. Types of Tenses iii. Common Errors	12	Students will accurately construct and transform various sentence types and correct grammatical errors.					1,2	
II	Module 2- Vocabulary Development i. One word substitution ii. Homonyms and Homophones iii. Words often confused iv. Idioms and phrases	12	Students will enhance their vocabulary and use words accurately in context.					1,2	
III	Module 3-Listening Skills i. What is listening? ii. Types of Listening ii. Understanding Listening Barriers	12	Students will demonstrate effective listening skills and identify listening barriers.					1,2	
IV	Module 4 - Reading Skills i. Techniques of Effective Reading ii. Gathering ideas and information from a text iii. The SQ3R Technique	12	Students will read efficiently and extract relevant information using the SQ3R technique.					1,2	
V	Module 5 - Time-Management Skills i. Introduction to Time Management ii. Purpose and Importance of Time Management iii. Basic Tips to Maintain Time	12	Students will effectively manage their time using various strategies.					1,2	

TEXT BOOKS:

T1: Effective Communication, John Adair, Macmillllan Ltd.1997

T2: Language in Use, Adrian Doff and Chris Jones, Cambridge Press,2006

T3: A Text book of English Grammar and Composition, Adhir Debnath, Bina Library

REFERENCE BOOKS:

1.Communication Skills Training: A Practical Guide toImprovingYour Social Intelligence,Presentation and Social Speaking, IanTuhovsky,2019

2. A Text book for AECC English Communication: Interface, Dr.Kironmoy Chetiaand Pranami Bania Breez Mohan Hazarika, January 2019.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Provide students with the ability to transform sentence types, utilize different tenses, and address common grammatical mistakes.	1,2,3,4,5,6,7,8,9,10
2	Empower students to proficiently apply one-word substitutions, differentiate between homonyms and homophones, avoid frequently confused words, and incorporate idioms and phrases in their vocabulary.	1,2,3,4,5,6,8,9,10
3	Assist students in comprehending the various aspects and types of listening, and in identifying and overcoming obstacles to effective listening.	1,2,3,4,5,6,8,9,10
4	Facilitate students in employing effective reading strategies, extracting relevant information from texts, and utilizing the SQ3R method.	2,3,4,5,6,8,9,10
5	Instruct students on the significance of time management and provide foundational strategies to manage their time efficiently.	2,3,4,5,6,8,9,10

SEMESTER – II									
Course Title	DIGITAL PROFICIENCY								
Course code	22UBES101R	Total credits:1 Total hours: 30P	L	T	P	S	R	O/F	C
			0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1. Students will be able to understand the fundamentals of computer systems and Internet search. 2. Students will be able to use MS Office suite for various purposes, including data management and visualization. 3. Students will be able to use social media and e-commerce portals.								
CO1	Students will have basic understanding of Computer Systems and the Internet search.								
CO2	Students will be able to solve basic information management issues using MS-Office Products.								
CO3	Students will be able to efficiently and ethically use social media.								
CO4	Students will be able to use computing technically ethically, safely, securely and legally for day to-day use including secure financial transactions.								

Course Contents:

Unit1-Fundamentals of Computer Systems and Internet Search

- i. Components of a Computer and their functions.
- ii. How to search the Internet-different aspects of Web Searching; Search Keywords, conditions and combinations, topics of Interest.
- iii. Comparison of different Search Engines like Google, Microsoft Bing, Yahoo, Yandex, Duck Duck Go, Ask. com etc.

Unit2-Office Automation with MS-Office

- i. Components of the MS-Office suite, Creating advanced documents with MS-Word.
- ii. Creating Advanced Presentations with MS-Power Point.
- iii. Data Management and Visualization with MS-Excel.

Unit3-Introduction to Internet & Cyber World

- i. Introduction to Computer Networks, Internet and World Wide Web, Websites and Webportals. Web browsing.
- ii. Creation and use of Email Accounts.
- iii. Cyber Crimes, Cyber Laws and IT Act 2000, India.

Unit4-Introduction to Social Media and E-Commerce

- i. Relevance of social media in present scenario. Posting different types of contents in social media.
- ii. Creating accounts and using some popular social media portals and Apps like WhatsApp, Facebook, etc. Social Media Etiquettes & Crimes.
- iii. Definition of E-Commerce. E-Commerce versus traditional Commerce.
- iv. Case studies of popular E-Commerce portals like Amazon. E-commerce Etiquettes & Crimes.

Unit5-Digital Payments

- i. Introduction to Digital Payment Systems.
- ii. Creating accounts and using Digital Payment Systems like Credit Cards, Debit Cards, Net Banking, UPI.
- iii. Digital payments Etiquettes & Crimes.

TEXT BOOKS:

T1: Sinha Pradeep K. and Priti Sinha. Computer Fundamentals: Concepts Systems & Applications. 3rd ed. New Delhi: BPB Publications.

T2: Goel, A, 2010. Computer Fundamentals, Pearson India.

REFERENCE BOOKS:

R1: Balaguru swamy, E.2009 Fundamentals of Computers, Tata McGraw-Hill Education.

R2: Balaguru swamy, 2014.E. Fund of Comp & Programming (Updated EdSem.I, Au) Tata McGraw-Hill Education.

R3: Lawson, C.2022.Introduction to social media, Oklahoma State University.

OTHER LEARNING RESOURCES:

1. <https://www.w3schools.com>
2. <https://edu.gcfglobal.org>
3. <https://www.tutorialspoint.com>
3. <https://www.javatpoint.com>
4. Latest updates available in WWW.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic understanding of Computer Systems and the Internet search.	1,2,4,5,6,7,8,9,10
2	Students will be able to solve basic information management issues using MS-Office Products.	1,3,4,5,6,7,8,9,10
3	Students will be able to efficiently and ethically use social media.	1,2,3,4,5,6,7,8,9,10
4	Students will be able to use computing technically ethically, safely, securely and legally for day to-day use including secure financial transactions.	1,2,3,4,5,6,7,8,9,10

SEMESTER – II									
Course Title	ENVIRONMENTAL STUDIES								
Course code	22UBES101R	Total credits:2 Total hours: 30T	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	Course Objectives: To prepare students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. To develop a world population that is aware of and concerned about the environment and its associated problems and which has the knowledge, Skills, attitudes, motivations and commitment to work individually and collectively towards solutions of current problems and prevention of new ones.								
CO1	Analyze the ethical, cross-cultural, and historical context of environmental issues, as well as the connections between human and natural systems, to foster appreciation.								
CO2	Evaluate natural resources, their significance, and the environmental impacts of human activities on them.								
CO3	Understand environment and ecosystem dynamics								
CO4	Appreciate biodiversity concepts and demonstrate respect for them.								
CO5	Analyze the importance of conserving biodiversity and the associated environmental pollution issues, their impacts on both humans and ecosystems, and potential control measures.								
Unit-No.	Content		Contact Hour	Learning Outcome					KL
I	Multi disciplinary nature of environmental studies:		9	<i>Students will learn</i> about the different types of natural resources, their uses, associated problems, and case studies related to forest, water, mineral, food, energy, and land resources.					1,2
II	Natural Resources:		9	<i>Students will learn</i> the basic concepts of ecosystems, including their structure, function, and the roles of producers, consumers, and decomposers.					1,2
III	Ecosystems		9	<i>Students will learn</i> about energy flow, ecological succession, food chains, food webs, and ecological pyramids.					1,2
IV	Biodiversity and its conservation		9	<i>Students will learn</i> the definitions and values of genetic, species, and ecosystem diversity.					1,2
V	Environmental Pollution		9	<i>Students will learn</i> the definitions, causes, effects, and control measures for various types of pollution including air, water, soil, marine, noise, thermal, and nuclear pollution.					1,2

TEXT BOOKS:

T1: Harucha E.B, Text book of Environmental Studies, Orient Blackswan Publishing.

T2: Tiwari V.K A Text book of Environmental Studies, Himalaya Publishing House.

T3: Chatwal G.R. & Sharma H. Environmental Studies, Himalaya Publishing House

REFERENCE BOOKS:

R1: Trivedi R.K., Hand book of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)

R2: Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)

R3: Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner. Bharucha Erac

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze the ethical, cross-cultural, and historical context of environmental issues, as well as the connections between human and natural systems, to foster appreciation.	1,2,4,5,6,7,8,9,10
2	Evaluate natural resources, their significance, and the environmental impacts of human activities on them.	1,3,4,5,6,7,8,9,10
3	Understand environment and ecosystem dynamics	1,2,3,4,5,6,7,8,9,10
4	Appreciate biodiversity concepts and demonstrate respect for them.	1,2,3,4,5,6,7,8,9,10
5	Analyze the importance of conserving biodiversity and the associated environmental pollution issues, their impacts on both humans and ecosystems, and potential control measures.	1,4,5,7,8,9,10

SEMESTER – II									
Course Title	MOOCSC E I								
Course code	22BACE121R	Total credits:2 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ II semester of first year of the programme								
Course Objectives	1. To enhance the students acquainted with the classroom learning activities. 2. To enhance the students’ abilities with revision work. 3. To expand the knowledge and skills of the students with day with classroom activities.								
CO1	Analyze the relevance of course offerings from international universities on the Coursera platform to enhance learning outcomes.								
CO2	Evaluate assignment and quiz submissions to demonstrate understanding and mastery of course content.								
CO3	Synthesize knowledge acquired from multiple courses on the Coursera platform to address complex challenges and real-world problems.								
CO4	Apply acquired skills and knowledge from MOOCs CE I courses to enhance personal and professional development.								
CO5	Evaluate and apply concepts learned from courses offered by international universities on the Coursera platform to enhance critical thinking and problem-solving abilities.								
Unit-No.	Content		Contact Hour	Learning Outcome					KL
I	Introduction to Connected Leadership <ul style="list-style-type: none"> • Definition and importance of connected leadership. • Key principles and characteristics of connected leaders. 		12	Students will be able to define connected leadership and explain its importance, as well as identify and describe key principles and characteristics of effective connected leaders.					1,2
II	Communication and Collaboration <ul style="list-style-type: none"> • Effective communication strategies for leaders. • Building and maintaining collaborative teams. 		12	Students will demonstrate the ability to implement effective communication strategies and build and maintain collaborative teams, fostering a productive and cohesive work environment.					1,2
III	Leveraging Technology for Leadership <ul style="list-style-type: none"> • Integrating digital tools in leadership practices. • Using social media and other platforms for leadership communication. • Managing remote teams and virtual collaborations. 		12	Students will be able to integrate digital tools into their leadership practices, utilize social media and other platforms for leadership communication, and manage remote teams and virtual collaborations effectively.					1,2
IV	Ethical and Inclusive Leadership <ul style="list-style-type: none"> • Principles of ethical leadership. • Promoting diversity and inclusion within teams. 		12	Students will apply principles of ethical leadership to their practices, promote diversity and inclusion within teams, and address ethical dilemmas and conflicts in a leadership context.					1,2
V	Continuous Learning and Adaptation <ul style="list-style-type: none"> • Importance of lifelong learning for leaders. • Adapting to change and leading through uncertainty. 		12	Students will recognize the importance of lifelong learning and demonstrate the ability to adapt to change and lead through uncertainty, continuously evolving their leadership skills and strategies.					1,2

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze the relevance of course offerings from international universities on the Coursera platform to enhance learning outcomes.	1,2,3,5,6,7,8,9,10
2	Evaluate assignment and quiz submissions to demonstrate understanding and mastery of course content.	1,2,3,4,6,7,8,9,10
3	Synthesize knowledge acquired from multiple courses on the Coursera platform to address complex challenges and real-world problems.	1,2,3,4,5,6,7, 8,9,10
4	Apply acquired skills and knowledge from MOOCs CE I courses to enhance personal and professional development.	1,2,3,4,5,6,7,9 ,10
5	Evaluate and apply concepts learned from courses offered by international universities on the Coursera platform to enhance critical thinking and problem-solving abilities.	1,2,3,4,5,6,7,9 ,10

SEMESTER – III									
Course Title	DANCE AND MUSIC THERAPY								
Course code	22BAPA211R	Total credits:3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To teach the musical miracles and therapy 2.To teach the therapeutic elements of Raga. 3. To teach the concept of dance and DMT, and its importance in wellbeing and therapy; To know the historical evolution of DMT at the global level; To teach the historical evolution of DMT in India and the innovations done to contextualize DMT								
CO1	Develop a basic concept on Music Therapy, its types, techniques and applications.								
CO2	Analyze the therapeutic connection of Indian Classical Music for wellbeing with study of few ragas in this context, coordination of Ayurvedic with Indian Classical Music.								
CO3	Analyze the therapeutic connection of Dance for wellbeing, western approach to DMT, dance movements as communicative and expressive tools overcoming all barriers like language, age, education, socio economic conditions etc.								
CO4	Analyse the interconnections between Dance and Human Physiology, linking rhythms and dance movements to human ability and activity.								
CO5	Demonstrate an understanding of therapeutic elements of Dance such as use of hand gestures, rhythm, footsteps, expressions, sequences of dances etc,								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Definition Music Therapy: Techniques Treatment Types Uses	9	Learning about the definition, techniques, treatment, types of Music Therapy.				1,2		
II	Indian classical music and Therapy. Fewragas for Study.Coordination of Ayurvedic and Principles with Indian classical music. Moods of Ragas and their application to different stress related problems.	9	Get knowledge about Indian classical music and its therapeutic connection.				1,2		
III	Introduction to the conceptofdance And itsrolein well being and therapy. WesternapproachtoDM Tand the fiveexisting school of thoughts, the emerging EasternapproachtoDMT with a special focus on India, and the manner in which dance is understood In social, political, and cultural context, Dance, DMT and Empowerment: Dance movementsas communicative and expressive tools despite barriers such as language, age, socio economic conditions, education	9	Learning about the dance therapy and its role in well-being.				1,2		
IV	Dance and Physiology- Human Anatomy and Human Physiology, Medical illness and ovement, experiencing and analyzing rhythms and movement linking these to human ability and activity	9	Getknowledgea about dance and physiology. Movement experience to the human ability.				1,2		
V	Therapeutic elements of Dance: Use of hand gestures, rhythm, foot steps, expressions, emotions, shapes, sequencesofdance, and how dance isusedin therapy; Dance Movements as communicative and	9	Learning about the the rapeuticelements of dance, handgestures, and foot steps rhythm used in therapy.				1,2		

	expressive tools despite barriers such as language, age, socio economic conditions, education, Gender, class, caste, ableism, age, and dance.			
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REFERENCE BOOKS:

R1: Korb Christine (2019); Page Turner Press and Media, The music therapy profession;

R2: Menon Rajendra; The miracles of music therapy; Pustak Mahal

R3: Chakraborty Roma (1st edition 2019) Notion Press; Music therapy with Indian Music4.

Payne Helen, Taylor& FrancisLtd, Dancemovement Therapy, theory, research and practice.

OTHER LEARNING RESOURCES:

1.<https://youtu.be/mxiD3RPqPno>

<https://youtu.be/EK5qqYYxjn4>

2.<https://youtu.be/o3o2ii5rEaI>

<https://youtu.be/mhoEjvIEw8>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a basic concept on Music Therapy, its types, techniques and applications.	1,2,3,4,5,6,7,8,9,10
2	Analyze the therapeutic connection of Indian Classical Music for wellbeing with study of few ragas in this context, coordination of Ayurvedic with Indian Classical Music.	1,2,3,4,5,6,7,8,9,10
3	Analyze the therapeutic connection of Dance for wellbeing, western approach to DMT, dance movements as communicative and expressive tools overcoming all barriers like language, age, education, socioeconomic conditions etc.	1,2,3,4,5,6,7,8,9,10
4	Analyse the interconnections between Dance and Human Physiology, linking rhythms and dance movements to human ability and activity.	1,2,3,4,5,6,7,8,9,10
5	Demonstrate an understanding of therapeutic elements of Dance such as use of hand gestures, rhythm, footsteps, expressions, sequences of dances etc,	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	CULTURAL HISTORY OF NORTH-EAST INDIA(Theory)								
Course code	22BAPA212R	Total credits:3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To get knowledge about the socio-cultural milieu of North east India. 2. To detail study of the folklore material of Northeast India. 3. To know the Oral narratives, folk songs and allied material.								
CO1	Demonstrate comprehensive understanding of Vedic literature, rock-cut architecture, Indus Valley art, sculpture, temple architecture.								
CO2	Analyse, and create diverse classical and folk Indian dance forms.								
CO3	Analyse melodies and rhythms, and creating original compositions inspired by Hindustani and Carnatic traditions.								
CO4	Analyse the historical evolution of Indian theatre, evaluate diverse folk and Sanskrit theatrical styles, and create original performances inspired by traditional Indian dramatic forms.								
CO5	Evaluate the roles and impact of cultural institutions in India, and cultural significance of festivals and fairs in fostering community cohesion and preserving heritage.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	The distinctive character of the socio-cultural milieu of North East India	9	Learning about the Distinctive characteristics of socio-milieu of north- east Indian				1,2		
II	An integrated and multi-dimensional approach for the study of the folklore material of Northeast India,	9	Learning about the folk lore materials of northeast				1,2		
III	Folklore of Northeast India reflect integration through contact and togetherness	9	India.				1,2		
IV	Oral narratives, folk songs and allied material	9	Familiar with the oral narratives, folk songs.				1,2		
V	Folk religion, beliefs and Customs of Northeast	9	Get Knowledge about the folk beliefs and customs of north east India.				1,2		

REFERENCE BOOKS:

- R1: Sharmach Nabin, BANALATA Prakashan, 2009 Bharatar uttar purvanchalar paribeshyakala
R2: Sharma Ch. Prabin, Sharma Ch. Nabin, BANALATA Prakashan, 2009 A hand book of folklore material of North east India

OTHER LEARNING RESOURCES:

1. <https://youtu.be/12VKXqzy8x8>

2. <https://youtu.be/XB674nnxBao>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate comprehensive understanding of Vedic literature, rock-cut architecture, Indus Valley art, sculpture, temple architecture.	1,2,3,4,5,6,7,8,9,10
2	Analyse, and create diverse classical and folk Indian dance forms.	1,2,3,4,5,6,7,8,9,10
3	Analyse melodies and rhythms, and creating original compositions inspired by Hindustani and Carnatic traditions.	1,2,3,4,5,6,7,8,9,10
4	Analyse the historical evolution of Indian theatre, evaluate diverse folk and Sanskrit theatrical styles, and create original performances inspired by traditional Indian dramatic forms.	1,2,3,4,5,6,7,8,9,10
5	Evaluate the roles and impact of cultural institutions in India, and cultural significance of festivals and fairs in fostering community cohesion and preserving heritage.	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	INDIAN CLASSICAL MUSIC PRACTICAL I								
Course code	22BAPM213R	Total credits:3 Total hours: 90P	L	T	P	S	R	O/F	C
			0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To know the Alankars of classical music 2. To be knowledgeable about the Drut Khayal of Ragas 3. To know the Indian tala system.								
CO1	Acquire proficiency to perform advanced exercises of Alankaras, Anupras, Yamak, Punarukti.								
CO2	Develop concept about the 10 Thaats of Indian Classical Music and their characteristics								
CO3	Acquire proficiency to perform Drut Khayals of Yaman, Bhupali and Bhairav showing alap, tana etc.								
CO4	Demonstrate an understanding of layakarīs with Tali, Khali of some Taals used in Indian Classical Music such as Teental, Ektaal, Choutal, Dhamar taal etc.								
CO5	Acquire proficiency to perform Bada Khayal in Raga Yaman, Bhupali and Bhairav with alap, tana etc.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Advance exercise of Alankars(20Alankars) Anupras, Yamak, Punarukti	18	Learning about the exercises of alankars.				1,2		
II	The practice of 10 Thatas	18	Familiar with the 10 thaats of Indian classical music				1,2		
III	Drut Khayal of Raga Yaman, Bhupali, Bhairav (Aruhan, Avarohan, Pakkad, Bandish, Tana	18	Learning about the ragayaman, Bhupalibhairav. Its performance styles and characteristics.				1,2		
IV	Layakaari of Talas with Tali and Khali Teentaal, Ektaal, Choutaal, Dhamaartaal	18	Get knowledge about the layakari of taals of Indian classical music.				1,2		
V	Bada khayal of Raag: Yaman, Bhupali, Bhairav	18	Learning about the Badakhayal of ragayaman Bhupalibhairav and its characteristics.				1,2		

REFERENCE BOOKS:

- R1: Chandra Satish; Sangeet shree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
R3: SubramaniamL, SubramaniamVaji, Classical Music of India
R4: Baruah Rukheshwar; Sangeet Jyoti Visharad
R5: Borthakur Ranjan Dilip, Borthakur Nilima; Bharatiya Sangeet Sadhak
R6: Garg Narayan Lakhi, Bharat Sangeetkar Indian Musicians

R7: Bhat Thatte Jayashree; Hindustani Vocal Music

OTHER LEARNING RESOURCES:

1. <https://youtu.be/JIfFMN6E9DA>
2. <https://youtu.be/8qX9p7jqOn4>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire proficiency to perform advanced exercises of Alankaras, Anupras, Yamak, Punarukti.	1,2,3,4,5,6,7,8,9,10
2	Develop concept about the 10 Thaats of Indian Classical Music and their characteristics	1,2,3,4,5,6,7,8,9,10
3	Acquire proficiency to perform Drut Khayals of Yaman, Bhupali and Bhairav showing alap, tana etc.	1,2,3,4,5,6,7,8,9,10
4	Demonstrate an understanding of layakaris with Tali, Khali of some Taals used in Indian Classical Music such as Teental, Ektal, Choutal, Dhamar tal etc.	1,2,3,4,5,6,7,8,9,10
5	Acquire proficiency to perform Bada Khayal in Raga Yaman, Bhupali and Bhairav with alap, tana etc.	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	ACTING PRACTICAL								
Course code	22BAPT213R	Total credits:3 Total hours: 90	L	T	P	S	R	O/F	C
			0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To make the students get acquainted with the physical exercise, voice and pitch exercise, dialogue delivery, observation, imagination etc. 2. To Practice various theatre exercise and scene work. 3. To know the Mudras and its usages, Mukhaja Abhinaya, Mudra Abhinaya.								
CO1	Demonstrate proficiency in executing vocal warm-up exercises, breath control and vocal exercises to optimize vocal resonance and projection.								
CO2	Apply improvisational techniques, sensory recall, situational creation, and precise imitation of animal behavior to demonstrate proficient scenework and character creation.								
CO3	Demonstrate the application of mudras, Mudra Abhinaya, and Mukha Abhinaya, while enacting various Rasas and Bhavas through improvisation.								
CO4	To Practice characterization of a character from given plays.								
CO5	Demonstrate scenes from Sanskrit plays, comprehension and application of dramatic techniques.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Yoga, Crossing the Thres hold, Warm-up, Relaxation, Awareness of Body, Stretching, Vocalwarm-up, Voice exercise, Breathing, Articulation, Adding Speech, Dialogue delivery, Observation, Imagination, seeing things Being there, Improvisation.	18	Learn yoga, various physic exercises and Voice & pitch exercises.				1,2		
II	Improvisations: Exercise for recalling senses, the exercise of creating asituation, Study of animal behavior and its exact imitation, Scene and Monologue, Creatinga character, Scenework.	18	Learn various theatre exercise and scenework.				1,2		
III	Mudras and its uses Mudra Abhinaya and Mukha Abhinaya, Enactmen to various Rasa and Bhavas throu and improvisations.	18	To know mudr as and it suses and mudra Abhinaya and Mukhaja Abhinaya.				1,2		
IV	Practice characterization of a character from various plays.	18	Practice characterization of acharacterf rom given plays.				1,2		
V	Enactingscenes from Sanskritplay.	18	Enacting scene from Indian classical play.				1,2		

REFERENCE BOOKS:

- R1: Nemi Chandra Jain, Indian Theatre
R2: Prashana NSD Publication, Indian Method of Acting
R3: KapilaVatshayan, Bharata the Natyashastra.

OTHER LEARNING RESOURCES:

1. En.m.wikipedia.org
2. <https://times> of india. india times.com

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate proficiency in executing vocal warm-up exercises, breath control and vocal exercises to optimize vocal resonance and projection.	1,2,3,4,5,6,7,8,9,10
2	Apply improvisational techniques, sensory recall, situational creation, and precise imitation of animal behavior to demonstrate proficient scenework and character creation.	1,2,3,4,5,6,7,8,9,10
3	Demonstrate the application of mudras, Mudra Abhinaya, and Mukha Abhinaya, while enacting various Rasas and Bhavas through improvisation.	1,2,3,4,5,6,7,8,9,10
4	To Practice characterization of a character from given plays.	1,2,3,4,5,6,7,8,9,10
5	Demonstrate scenes from Sanskrit plays, comprehension and application of dramatic techniques.	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	INDIAN CLASSICAL INSTRUMENTAL MUSIC PERCUSSION (TABLA) (PRACTICAL) I								
Course code	22BAPI213R	Total credits:3	L	T	P	S	R	O/F	C
		Total hours: 90P	0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To get ability to play the Tals in proper method. 2. To get ability to play the Quida, Rela, Chakradar and Tihai. 3. To get knowledge about Accompaniment.								
CO1	Understand layakarries in proper technique and proper uttering in Adigun, Kuwargun, Biyargun, Dugun, Tingun, and Chougun laya.								
CO2	Ability to learn Quida, Rela, and Tihai.								
CO3	Evaluate the accompaniment method and basic rules of accompaniment with vocal and Instrumental Music.								
CO4	Detailed study of the following taals- SoolTal, Teentaal, Ektaal, Choutaal, DhamarTaal								
CO5	Demonstrate to play one of the following - DhamarTaal, Panchamsawari, Rupak Taal								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Layakarries of Tal with Tali and Khali. 1. Pancham Chawari. 2. Rupak. 3. Deepchandi. 4. Matta.	18	Learn to play prescribeedtals.				1,2		
II	Play Quida, Rela and Tihai.	18	Learn to play Quida and Tihai.				1,2		
III	Accompaniment with vocal and Instruments.	18	Learn to play with Instrumentand Vocal music.				1,2		
IV	Soloon Teental, Ektaal, Choutal, Dhamaartaal	18	Learn to play prescribed tals solo.				1,2		
V	Choice Tabla solo (15, minutes)	18	Learn to play prescribed Tals.				1,2		

REFERENCE BOOKS:

- R1: Vashishtha Satyanarayan; Sangita Karlaya Hatharasa publisher, 1977, Taal Martand.
R2: Banerjee Chandra Sudhis; India Subhi Publication PublisherTabla and the world of Indian rhythm.
R3: Randas; Publisher by Dwarka Prasad, 1980; Tabla Tal Sangraha.
R4: Rabha Kanta Chandar; Publisher by Mrs Binita Rabha, 2010 an Approach to Tabla
R5: Bordoloi Paban; Publisher by Rajendra Mohan Sarma, Chndra Prakash Guwahati-1, 2014; A, B, C of Tabla Playing.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/NrHGEHiwl7s>.
2. <https://youtu.be/ZPkPTSS7OiI>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand layakaries in proper technique and proper uttering in Adigun, Kuwargun, Biyargun, Dugun, Tingun, and Chougun laya.	1,2,3,4,5,6,7,8,9,10
2	Ability to learn Quida, Rela, and Tihai.	1,2,3,4,5,6,7,8,9,10
3	Evaluate the accompaniment method and basic rules of accompaniment with vocal and Instrumental Music.	1,2,3,4,5,6,7,8,9,10
4	Detailed study of the following taals- SoolTal, Teentaal, Ektaal, Choutaal, DhamarTaal	1,2,3,4,5,6,7,8,9,10
5	Demonstrate to play one of the following - DhamarTaal, Panchamsawari, Rupak Taal	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	INDIAN CLASSICAL DANCE (BHARATNATYAM) PRACTICAL I								
Course code	22BAPB213R	Total credits:03 Total hours: 90P	L	T	P	S	R	O/F	C
			0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To know the basic steps of Bharatnatyam 2. To learn the korvais in rupakam and adi talam 3. Do you teach alaripu in tisram								
CO1	Develop proficiency in executing of the fundamental movements known as Adavus and gain muscle memory and coordination for smooth incorporation of Adavus into dance sequences.								
CO2	Learn and perform Korvais (combinations of steps) with precision and grace within the Rupak Talam (6-beat rhythm cycle) and Adi Talam 8-beat rhythm cycle framework.								
CO3	Understand the rhythmic complexities of Tisram (3-beat cycle) within the Alaripu context and showcase precision, grace, and emotive elements through Alaripu Tisram.								
CO4	Showcase the ability to portray the divine and narrative elements of Natesha Kautuvam, a traditional dance composition dedicated to Lord Nataraja.								
CO5	Showcase an understanding of the melodic and rhythmic nuances inherent in Jathiswaram.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	12 types of adavus		18	Learning the Adolphus of Bharatnatyam				1,2	
II	Korvais in Rupakatalam		18	Learning the korvais in rupakatala				1,2	
III	Korvais in Aditalam		18	Learning the korvais in aditala				1,2	
IV	Alaripu- Tisram		18	Learning alariputisrambharatnatyam				1,2	
V	Natesha Kowthuvam, Jathiswaram		18	Learning Natesha Kowthuvam, Jathiswaram of bharatnatyashastra				1,2	

REFERENCE BOOKS:

- R1: Prajnanananda, Music of the South-Asian Peoples, RamakrishnaVedanta Math, Culcatta, 1979
R2: Raghuraman.S, History of Tamizh's Dance, Nandini Pathipagam, Chennai, 2007
R3: Rina Singha, Reginald Massey, Indian Dances-Their History and Growth, Faber, 1967
R4: Mrinalini Sarabai, Understanding Bharathanatyam, a Darpana Publication,
R5: Ramachandra sekhar. P, Dan eGestures, GiriTrading Agency pvt ltd, Chennai, 2007
R6: Sudha Rani Raghupathy, Laghu Bharatham, Shree Bharathalaya, Chennai, 1995

OTHER LEARNING RESOURCES:

1. <https://youtu.be/NrHGEHw17s>.
2. <https://youtu.be/ZPkPTSS7OiI>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop proficiency in executing of the fundamental movements known as Adavus and gain muscle memory and coordination for smooth incorporation of Adavus into dance sequences.	1,2,3,4,5,6,7,8,9,10
2	Learn and perform Korvais (combinations of steps) with precision and grace within the Rupak Talam (6-beat rhythm cycle) and Adi Talam 8-beat rhythm cycle framework.	1,2,3,4,5,6,7,8,9,10
3	Understand the rhythmic complexities of Tisram (3-beat cycle) within the Alaripu context and showcase precision, grace, and emotive elements through Alaripu Tisram.	1,2,3,4,5,6,7,8,9,10
4	Showcase the ability to portray the divine and narrative elements of Natesha Kautuvam, a traditional dance composition dedicated to Lord Nataraja.	1,2,3,4,5,6,7,8,9,10
5	Showcase an understanding of the melodic and rhythmic nuances inherent in Jathiswaram.	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	TECHNO-PROFESSIONAL SKILLII								
Course code	22BAPA214R	Total credits:1 Total hours: 10	L	T	P	S	R	O/F	C
			0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To teach about the sound equipment used in various fields. 2. Demonstrate the students about Audio video recording. 3. To teach the editing process.								
CO1	Analyze sound equipment to deepen understanding.								
CO2	Examine the recording process to acquire understanding.								
CO3	Understand the editing and distribution of various recordings.								
CO4	Explore audio recordings to gain knowledge.								
CO5	Analyze video recording to acquire knowledge.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Understanding the equipmentT	2	Learning about the sound equipment.					1,2	
II	Audio Record	2	Learning about the audio recording					1,2	
III	Video Record	2	Learning about the video recording					1,2	
IV	Editing	2	Learning about the editing					1,2	
V	Distribution	2	Learning about the distribution					1,2	

REFERENCE BOOKS:

R1: Indian Theatre-NemichandraJain.

R2: Indian Method of Acting -Prashana NSD Publication.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/NrHGEHiw17s>.

2. <https://youtu.be/ZPkPTSS7OiI>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze sound equipment to deepen understanding.	1,2,3,4,5,6,7,8,9,10
2	Examine the recording process to acquire understanding.	1,2,3,4,5,6,7,8,9,10
3	Understand the editing and distribution of various recordings.	1,2,3,4,5,6,7,8,9,10
4	Explore audio recordings to gain knowledge.	1,2,3,4,5,6,7,8,9,10
5	Analyze video recording to acquire knowledge.	0,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	FIELD STUDY								
Course code	22BAPA126R	Total credits:3 Total hours:180	L	T	P	S	R	O/F	C
			0	0	12	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To learn about the Performing Arts materials, songs, Dance and Drama. 2. To Develop Performance Skills in Specific Genres. 3. To Analyze and Interpret Performance Styles.								
CO1	Understanding of Performing Arts Materials								
CO2	Proficiency in Performance Techniques								
CO3	Analysis of Performance Styles								
CO4	Practical Application of Performing Arts Knowledge								
CO5	Cultural Appreciation and Interpretation								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Assam's Performing Arts <ul style="list-style-type: none"> Overview of Assam's performing arts traditions and their historical evolution. Introduction to key materials: songs, dance, and drama specific to Assam. 	36	Describe, illustrate and explain cell organization and functions, microscopy and structural differences.					1,2	
II	Songs and Music of Assam <ul style="list-style-type: none"> Study of traditional Assamese music and song forms. Analysis of lyrical themes, musical structures, and cultural significance. 	36	Describe, illustrate and explain membrane structure, function; cell organization and the proteins involved in transportation.					1,2	
III	Dance Forms of Assam <ul style="list-style-type: none"> Exploration of various dance styles, including Bihu dance, Satriya dance, and other regional forms. Techniques and movements specific to each dance style. 	36	Describe, illustrate and explain chromosomal structure and types.					1,2	
IV	Drama and Theatrical Traditions <ul style="list-style-type: none"> Study of traditional Assamese drama, including its structure, themes, and performance techniques. Analysis of notable plays and dramatic works from Assam. 	36	Describe, illustrate and explain the mechanism of cell-to-cell communication					1,2	
V	Cultural Context and Interpretation <ul style="list-style-type: none"> Examination of the cultural and historical contexts that influence Assam's performing arts. Interpretation of performance styles in relation to Assamese culture and society. 	36	Describe, illustrate and explain the cell cycle and division in general and in some specific cell types					1,2	

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understanding of Performing Arts Materials	1,2,3,4,5,6,7,8,9,10
2	Proficiency in Performance Techniques	1,2,3,4,5,6,7,8,9,10
3	Analysis of Performance Styles	1,2,3,4,5,6,7,8,9,10
4	Practical Application of Performing Arts Knowledge	1,2,3,4,5,6,7,8,9,10
5	Cultural Appreciation and Interpretation	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	CONNECTED LEADERSHIP								
Course code	22UBPD213R	Total credits:2 Total hours: 60	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of first year of the programme								
Course Objectives	1. To grasp the fundamental concepts and principles of connected leadership. 2. To learn techniques for effective communication within and across teams. 3. To understand the dynamics of team collaboration.								
CO1	Apply leadership skills to build and maintain strong, productive relationships.								
CO2	Exhibit effective communication techniques within teams and organizations.								
CO3	Foster a collaborative work environment where team members feel valued and heard.								
CO4	Utilize digital tools to enhance leadership effectiveness.								
CO5	Display heightened emotional intelligence in leadership scenarios.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Connected Leadership: 1. Overview of connected leadership. 2. Key principles and theories.	12	Describe, illustrate and explain cell organization and functions, microscopy and structural differences.					1,2	
II	Effective Communication Strategies: <ul style="list-style-type: none"> • Techniques for clear and impactful communication. • Active listening and feedback mechanisms. 	12	Describe, illustrate and explain membrane structure, function; cell organization and the proteins involved in transportation.					1,2	
III	Team Collaboration and Dynamics: <ul style="list-style-type: none"> • Understanding team roles and dynamics. • Strategies to enhance teamwork and collaboration. 	12	Describe, illustrate and explain chromosomal structure and types.					1,2	
IV	Technology and Leadership: <ul style="list-style-type: none"> • Digital tools for communication and collaboration. • Best practices for leveraging technology in leadership. 	12	Describe, illustrate and explain the mechanism of cell-to-cell communication					1,2	
V	Emotional Intelligence and Leadership: <ul style="list-style-type: none"> • Self-awareness and empathy in leadership. • Managing emotions and relationships effectively. 	12	Describe, illustrate and explain the cell cycle and division in general and in some specific cell types					1,2	

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply leadership skills to build and maintain strong, productive relationships.	2,3,4,5,6,7,8,9,10
2	Exhibit effective communication techniques within teams and organizations.	2,3,4,5,6,7,8,9,10
3	Foster a collaborative work environment where team members feel valued and heard.	2,3,4,5,6,7,8,9,10
4	Utilize digital tools to enhance leadership effectiveness.	2,3,4,5,6,7,8,9,10
5	Display heightened emotional intelligence in leadership scenarios.	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
CO-CURRICULAR									
Course Title									
Course code	22UBPD213R	Total credits:1	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of Second year of the programme								
Course Objectives	1. To enhance the student's acquainted with the classroom learning activities. 2. To enhance the student's abilities with revision work. 3. To expand the knowledge and skills of the students with day to day with classroom activities.								
CO1	Learn eye-contact while speaking with clients, groups, communities.								
CO2	Learn the formulation of agendas of any kind of social and cultural events or activities.								
CO3	Understand the process of conduction of programs, seminars, workshops, event etc.								
Co-curricular activities will equip the students to enhance and engage with various sections of the society and formulate agendas of social and cultural events, seminars, workshops, awareness programs etc. It will also allow them to participate in community matters.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn eye-contact while speaking with clients, groups, communities.	1,2,3,4,5,6,7,8,9,10
2	Learn the formulation of agendas of any kind of social and cultural events or activities.	1,2,3,4,5,6,7,8,9,10
3	Understand the process of conduction of programs, seminars, workshops, event etc.	1,2,3,4,5,6,7,8,9,10
4	Develop solutions and strategies to effectively address community concerns and promote positive change through their activities.	1,2,3,4,5,6,7,8,9,10
5	Demonstrate social responsibility by advocating for ethical practices, cultural sensitivity, and sustainable development in their engagement with society.	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	EXTRA-CURRICULAR(NON-CGPA)								
Course code	22UBEC111	Total credits:01 Total hours: 15P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To devlope students’s social skills through engagement in divers club activities. 2. To promote the development of essential soft skills such as communication, teamwork, and leadership. 3. To support the holistic development of learners by balancing academic pursuits with ectra- urricular involvement.								
CO1	Engage in various club activities, workshops, and competitions, aligned with their interests and hobbies.								
CO2	Develop and refinesocial and soft skills through continuous involvement in structured extra-curricular activities.								
CO3	Gain insights and knowledge from invited experts in their respective fields, enriching their learning experience.								
CO4	Experienc a comprehensive learning methodology that promotes overall growth alongside academics.								
CO5	Prepare and demonstrate confidence to represent their university in various competitions, showcasing enhanced skills and talents.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Club Activities and Personal Interests: Introduction to various clubs and their activities (Dance, Music, Photography, Drama, Literary, etc.).	3	Students will actively engage in various club activities, such as Dance, Music, Photography, Drama, and Literary, aligning with their personal interests and hobbies.				1,2		
II	Social and Soft Skills Development: Focus on developing communication, teamwork, leadership, and other essential soft skills.	3	Students will demonstrate improved communication, teamwork, and leadership skills, essential for both personal and professional growth.				1,2		
III	Expert-Led Workshops: Sessions conducted by invited experts and renowned personalities from various fields.	3	Students will gain valuable insights and practical knowledge through workshops led by invited experts and renowned personalities from various fields.				1,2		
IV	360-Degree Learning Approach: Implementation of a comprehensive learning methodology that integrates academic and extra-curricular activities.	3	Students will experience a 360-degree learning approach, effectively integrating academic pursuits with extra-curricular activities for well-rounded development.				1,2		
V	Competitive Preparation and Representation: Training programs aimed at preparing students for inter-university, state, and national level competitions.	3	Students will be well-prepared to represent AdtU in inter-university, state, and national level competitions, showcasing their enhanced skills and talents on larger platforms.				1,2		

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Engage in various club activities, workshops, and competitions, aligned with their interests and hobbies.	1,2,3,4,5,6,7,8,9,10
2	Develop and refinesocial and soft skills through continuous involvement in structured extra-curricular activities.	1,2,3,4,5,6,7,8,9,10
3	Gain insights and knowledge from invited experts in their respective fields, enriching their learning experience.	1,2,3,4,5,6,7,8,9,10
4	Experience a comprehensive learning methodology that promotes overall growth alongside academics.	1,2,3,4,5,6,7,8,9,10
5	Prepare and demonstrate confidence to represent their university in various competitions, showcasing enhanced skills and talents.	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	ENGLISH LANGUAGE FOR EXELLANCE (Communicative English & Soft Skills)								
Course code	22UBPD212R	Total credits:2	L	T	P	S	R	O/F	C
		Total hours:60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1. To enable students to learn, understand and practice transformation of sentences, uses of correct preposition. 2. To augment the writing skills in different areas including CV and cover letter writing. 3. To boost productivity and performance at work, which assists in the achievement of professional goals. 4. To evaluate the required attributes in a candidate.								
CO1	Utilize grammar practice to strengthen speaking and writing skills.								
CO2	Apply the acquired skills in their professional communication.								
CO3	Apply strategies to manage thoughts and emotions productively.								
CO4	Applying various attributes will enhance students' ability to adapt in professional environments.								
CO5	Examine the role and impact of body language in verbal communication sciences.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Grammar I. Use of Prepositions ii. Tag questions iii. Simple, complex, compound sentences	10	Describe, illustrate and explain cell organization and functions, microscopy and structural differences.				1,2		
II	Grammar I. Active and Passive Voice I. Direct and Indirect Speech	10	Describe, illustrate and explain membrane structure, function; cell organization and the proteins involved in transportation.				1,2		
III	Writing Skills I. The Basics of Writing; avoid Ambiguity and vagueness II. Paragraph Writing III. Letter Writing IV. Resume, CV and Cover Letter	10	Describe, illustrate and explain chromosomal structure and types.				1,2		
IV	Self-Management Skills I. SWOT Analysis I. Self-Regulation I. Personal Hygiene	10	Describe, illustrate and explain the mechanism of cell-to-cell communication				1,2		
V	Group Discussion (Theory) I. Importance, II. Planning, Elements, and Skills assessed; III. Effectively disagreeing, Summarizing and Attaining the Objective.	10	Describe, illustrate and explain the cell cycle and division in general and in some specific cell types				1,2		

TEXT BOOKS:

T1: What Employers Want: The Work skills Hand book-Karen Holmes, 2011

T2: English Grammar in Use, Raymond Murphy 4th edition, CUP

REFERENCE BOOKS:

R1: Professional Communication,2015,by Dr. Prachi Dr.S.K.Singh

R2: Word Power Made Easy,Norman Lewis,15 March2015

OTHER LEARNING RESOURCES:

Oxford Business English, M. Duck worth, Essen. Bus. Grammar.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Utilize grammar practice to strengthen speaking and writing skills.	1,3,4,6,8,9,10
2	Apply the acquired skills in their professional communication.	1,2,4,5,6,7,8,9,10
3	Apply strategies to manage thoughts and emotions productively.	1,2,3,4,5,6,7,8,9,10
4	Applying various attributes will enhance students' ability to adapt in professional environments.	1,2,3,4,5,6,7,8,9,10
5	Examine the role and impact of body language in verbal communication sciences.	1,2,3,4,5,6,7,8,9,10

SEMESTER – III									
Course Title	MOOCS CE II								
Course code	22BACE211R	Total credits:2	L	T	P	S	R	O/F	C
		Total hours:60	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ III semester of second year of the programme								
Course Objectives	1.To Learn key concepts in particular subject from top international experts. 2. To Improve student’s problem-solving and critical thinking skills through assignments. 3. To apply course knowledge to real-life situations and enhance professional skills.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance teamwork and collaboration skills through group projects and discussions.								
MOOCS CE II is provided through Coursera Platform, which is an online course where students are allowed to take course/courses per semester on the basis of the hours with relevance to the credit and the courses are provided from the international universities across the world. During the courses, students have to submit assignments, quizzes.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Able to explain the fundamentals and advances of cytology including structure and functions of cell and cell organelles.	1,3 & 4
2	Able to explain the cell cycle and cell division.	1,2
3	Learn and develop skills for operating microscope, preparing slides by various staining techniques	7,9,10
4	Apply knowledge of cellular processes to explain how cells operate and interact within living organisms.	5,7
5	Demonstrate a comprehensive understanding of cell structure and function.	5,8

SEMESTER – IV									
Course Title	AESTHETICS IN PERFORMING ARTS								
Course code	22BAPA221R	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1. To learn about Aesthetics, Art, its nature and scope. 2. Get knowledge about Indian and western aesthetics. 3. Get to Know the importance of aesthetics, its attitude and aesthetics creativity.								
CO1	Develop concept on Aesthetics, its branches, nature and scope.								
CO2	Acquire knowledge regarding origin of Indian and Western Aesthetics, the beauty of Aesthetics and the philosophy of art.								
CO3	Analyse the different aspects and importance of Aesthetics in Performing arts.								
CO4	Evaluate the aesthetical point of views of any performances.								
CO5	Demonstrate an understanding of Aesthetic attitude and creativity								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Aesthetics Definition of Art and Aesthetics. Branches Nature Scope	7	Learning about know about the Aesthetics and its nature, scope.					1,2	
II	Indian and western Aesthetics Origin of Beauty Indian Aesthetics and the philosophy of Arts.	7	Understanding about the Indian and western Aesthetics.					1,2	
III	Importance of Aesthetics in performing Arts	7	Learning about the Importance of Aesthetics					1,2	
IV	Performance as an Aesthetics category	5	Learning the aesthetic of performance					1,2	
V	Aesthetic attitude and creativity.	4	Learning the aesthetic attitude and creativity.					1,2	

REFERENCE BOOKS:

R1: Aesthetic Principles of Indian Art by Prithvi K Agarwala, •Aesthetics in performance by Angela Hobart and Bruce Kapferer

OTHER LEARNING RESOURCES:

<https://youtu.be/jpob1y1gNbs>https://youtu.be/Xk9_0KF0ls8<https://youtu.be/0q1ZDIre0M8>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop concept on Aesthetics, its branches, nature and scope.	1,2,3,4,5,6,7,8,9,10
2	Acquire knowledge regarding origin of Indian and Western Asthetics, the beauty of Aesthetics and the philosophy of art.	1,2,3,4,5,6,7,8,9,10
3	Analyse the different aspects and importance of Aesthetics in Performing arts.	1,2,3,4,5,6,7,8,9,10
4	Evaluate the aesthetical point of views of any performances.	1,2,3,4,5,6,7,8,9,10
5	Demonstrate an understanding of Aesthetic attitude and creativity	1,2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	INDIAN CLASSICAL MUSIC THEORY								
Course code	22BAPV222R	Total credits:3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1. To Enable the students to understand the original development of vocal music 2. To introduce the basic theory of Raga studies. 3. To Get the Theoretical knowledge of some Ragas with the Swarmatika.								
CO1	Develop the concept regarding origin and development of Music along with brief history of Indian music in modern period.								
CO2	Acquire knowledge on Raga, Jati their evolution and significance along with different raga bandishes and their notation.								
CO3	Gain theoretical knowledge of the ragas namely Bilawal, Khambaj & Bhairav.								
CO4	Acquire brief knowledge of Indian Tala system with ability to write the talas namely Teental, Ektal, Choutal and Dhamar tal								
CO5	Learn the life history of Pt. V N Bhatkhande, Pt. V d Pulaskar and Tansen.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Original Development of Vocalmusic.Brief history Of Indian musicin modern period.	8	Be knowledgeable about the Indian music and the history of the Vocal music.				1,2		
II	Raga Studies: History and significance Jatis of Raga Notation andBandish	10	Familiarizing about the ragas. Jatis of Ragas				1,2		
III	The oretical knowledge of prescribed Ragas. Bilawal, Khamaj, Bhairav	8	Understanding the theoretical knowledge of raga Bilawal, Khamaj and Bhairav				1,2		
IV	Brief introduction of Talasystem. History Ability To write the following talas Teental, Ektal, Choutal, Dhamaartal	10	Learning the concepts of Indian classical tala system				1,2		
V	Life History: V.NBhatkhande, Vishnu DigambarPulaskar,	9	Learning the life history of V N Bhatkhande, V d Pulaskar, Tansen.				1,2		

REFERENCE BOOKS:

- R1: Chandra Satish; Sangeet shree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
R3: Subramaniam L, SubramaniamVaji, Classical Music of India
R4: Borthakur Ranjan Dilip, Borthakur Nilima; Bharatiya Sangeet Sadhak
R5: Garg Narayan Lakhi, Bharat k Sangeet kar Indian Musicians
R6: Bhat Thatte Jayashree; Hindustani Vocal Music

OTHER LEARNING RESOURCES:

<https://youtu.be/coPWE45rgCQ>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the concept regarding origin and development of Music along with brief history of Indian music in modern period.	1,2,3,4,5,6,7,9,10
2	Acquire knowledge on Raga, Jati their evolution and significance along with different raga bandishes and their notation.	1,2,3,4,5,6,7,8,9,10
3	Gain theoretical knowledge of the ragas namely Bilawal, Khambaj & Bhairav.	1,2,3,4,5,6,7,8,9,10
4	Acquire brief knowledge of Indian Tala system with ability to write the talas namely Teental, Ektal, Choutal and Dhamar tal	1,2,3,4,5,6,7,8,9,10
5	Learn the life history of Pt. V N Bhatkhande, Pt. V d Pulaskar and Tansen.	1,2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	CLASSICAL INDIAN THEATRE THEORY								
Course code	22BAPT222R	Total credits:03 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of Second year of the programme								
Course Objectives	1. To Enable the students to understand the original and development of Indian Theatre 2. To Introduces some of major Indian Classical plays and and their authors. 3. To Make the students get acquainted with the Dasa Roopakas & Upa Roopakas and concept of bhava, bibhava, Vrities and Pravrities.								
CO1	Analyze the development and history of Indian Theatre, focusing on its evolution in the modern period.								
CO2	Evaluate the history and significance of Sanskrit Theatre, with a detailed examination of prominent Sanskrit playwrights.								
CO3	Demonstrate a comprehensive understanding of Natyashastra, applying its principles to analyze and interpret various aspects of Indian performing arts.								
CO4	Analyze Dasa Roopakas and Upa Roopakas, applying their knowledge to evaluate their structural and thematic elements within Indian theatre tradition.								
CO5	Analyze the development and history of Indian Theatre, focusing on its evolution in the modern period.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Original Development of Indian Theatre. Brief history of Indian Theatre in modern period.		9	Be knowledgeable about the Indian Theatre				1,2	
II	Sanskrit Theatre: History and significance. Sanskrit play wrights		9	Get knowledgeable about the Sanskrit Theatre and playwrights				1,2	
III	Natyashastra		9	Acquire knowledge of the basic ideas and concept of Natyashastra				1,2	
IV	Dasa Roopakas and Upa Roopakas		9	Gain knowledge about Dada Roopakas & Upa Roopakas				1,2	
V	Bharatmuni'sconcept of Abhinaya (Angik, Vachik, Satwik and Aharya 'Abhinaya')		9	Learn about the Bharatmuni's concept of 'Abhinaya'.				1,2	

REFERENCE BOOKS:

R1: Jain Nemi chandr, Indian Theatre -.

R2: Prashana, Indian Method of Acting-, NSD Publication.

R3: Vatsayan Kapila, Bharata The Natyashastra.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/q3Wymebuyvo>

2. <https://youtu.be/IDA24yWoT2Q>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze the development and history of Indian Theatre, focusing on its evolution in the modern period.	1,2,3,5,6,7,9,10
2	Evaluate the history and significance of Sanskrit Theatre, with a detailed examination of prominent Sanskrit playwrights.	1,2,3,4,5,6,7,8,9,10
3	Demonstrate a comprehensive understanding of Natyashastra, applying its principles to analyze and interpret various aspects of Indian performing arts.	1,2,3,4,5,6,7,8,9,10
4	Analyze Dasa Roopakas and Upa Roopakas, applying their knowledge to evaluate their structural and thematic elements within Indian theatre tradition.	1,2,3,4,5,6,7,8,9
5	Analyze the development and history of Indian Theatre, focusing on its evolution in the modern period.	1,2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	INDIAN CLASSICAL INSTRUMENTAL MUSIC PERCUSSION (TABLA) (THEORY) I								
Course code	22BAPI222 R	Total credits:03	L	T	P	S	R	O/F	C
		Total hours:45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1. To gain knowledge about Teraniology words. 2. To gain knowledge about origin and evolution of Tabla and Pakhawaj. 3. To gain knowledge about Aesthetics and Acoustics.								
CO1	Develop proficiency in understanding Uthan, Row, Nawahakka, Kamali Chakradar, and Chakradr Tihai.								
CO2	Develop a comprehensive knowledge of the evolutionary progression of Tabla and Pakhawaj.								
CO3	Understanding the Indian Classical Music Chanda.								
CO4	Detailed knowledge of Prevalant Tals.								
CO5	Acquiring Knowledge about the Life History of Indian Musician.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Theoretical knowledge of prescribed Tals. Uthan, Row, Nawahakka, Chakradar Tihai, Kamali Chakradar, Farmaeshibol	9	Gaining the knowledge of prescribed Tals.					1,2	
II	Applied the orypercussionmusic detailed knowledge Of Margatal, Deshi tal, of ancient period.	9	Gaining the detailed knowledge of applied theory on percussion music.					1,2	
III	Detailed definition of Tabla and Pakhawaj.	9	Gaining the knowledge about various definitions regarding Tabla and Pakhawaj.					1,2	
IV	Indian Chand. Kavyachand, Sangetikch and, Vedicchand, lokikchand	9	Gaining the knowledge about different Chand.					1,2	
V	Life history and contribution of some Music maestro. Ustad Afaq Hussain, Chaturlal Mishra, Krishan Maharaj, Gudai Maharaj, Lalji Shrivastava.	9	Learning life history of percussion experts (Ustad) and their respective contribution to the field.					1,2	

REFERENCE BOOKS:

- R1: Bordoloi Paban; Publisher by Rajendra Mohan Sarma, Chndra Prakash Guwahati 1, 2014; A, B, C of Tabla Playing. The A, B, C of Tabla Playing.
R2: Seturaman VS; Laxmi publication, Indian Aesthetics.
R3: Vashishtha Satyanarayan; Sangita Karyalaya Hatharasa: 1977

OTHER LEARNING RESOURCES:

- <https://youtu.be/4msjtMLm3Sw>
- <https://youtu.be/9qwfHPLFzIQ>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop proficiency in understanding Uthan, Row, Nawahakka, Kamali Chakradar, and Chakradr Tihai.	1,2,3,4,5,6,7,8,9,10
2	Develop a comprehensive knowledge of the evolutionary progression of Tabla and Pakhawaj.	1,2,3,4,5,6,7,8,9,10
3	Understanding the Indian Classical Music Chanda.	1,2,3,4,5,6,7,8,9,10
4	Detailed knowledge of Prevalant Tals.	1,2,3,4,5,6,7,8,9,10
5	Acquiring Knowledge about the Life History of Indian Musician.	1,2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	INDIAN CLASSICAL DANCE (BHARATNATYAM) THEORY I								
Course code	22BAPB222R	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 45T	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1. To Enable the students to understand the different types of hand gestures 2. To Introduce the basic theory from Sanskrit literature 3. To Train the students to master the 12 types of adavus								
CO1	Be familiar with the hand gestures and can identify the hand movements.								
CO2	Get knowledge about different types of adavus.								
CO3	Acquire knowledge of nritya nritya and natya concept.								
CO4	Gain knowledge about tales used in Bharatnatyam.								
CO5	Be aware of Sanskrit slokas.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Natyarambha Slokam; Meaning & concept of Alaripu, Natesha Kautavam Jathiswaram	9	Learning the NatyaRambha slokam of Bharatnatyam.				1,2		
II	Viniyogas of Hasthas, Asamyutha hasthas, Samyutha hasthas, Devatha, Bandhavi, Dasavathara Hasthas	9	Learning the hastas and the hand gestures of Bharatnatyam				1,2		
III	Explanation for 12 types of Adavus	9	The students will learn about the explanations for 12 types of adavus				1,2		
IV	Natyam, Nruthyam, Nrithyam- Details	9	Learning the Natyam nruthyam and nrithyam				1,2		
V	Tala and the varieties	9	Learning the various tala used in Bharatnatyam				1,2		

REFERENCE BOOKS:

- R1: Prajnanananda, Music of the South-Asian Peoples, Ramakrishna Vedanta Math, Culcatta, 1979
R2: Raghuraman.S, History of Tamizh's Dance, Nandini Pathipagam, Chennai, 2007
R3: Rina Singha, Reginald Massey, Indian Dances-Their History and Growth, Faber, 1967
R4: Mrinalini Sarabai, Understanding Bharathanatyam, a Darpana Publication,
R5: Ramachandrasekhar.P, Dance Gestures, Giri Trading Agency PV tld, Chennai, 2007
R6: Sudha Rani Raghupathy, Laghu Bharatham, Shree Bharathalaya, Chennai, 1995

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Be familiar with the hand gestures and can identify the hand movements.	1,2,3,4,5,6,7,8,9,10
2	Get knowledge about different types of adavus.	1,2,3,4,5,6,7,9,10
3	Acquire knowledge of nritya nritya and natya concept.	1,2,4,5,6,7,10
4	Gain knowledge about tales used in Bharatnatyam.	1,2,3,4,5,6,7,8,9,10
5	Be aware of Sanskrit slokas.	1,2,3,4,5,6,7,9,10

SEMESTER – IV									
Course Title	INDIAN CLASSICAL MUSIC (PRACTICAL) II								
Course code	22BAPV223R	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 90P	0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1. To Performance of Raga. 2. To Learn bada khayal 3. To Get knowledge about dhrupad dhamaar								
CO1	Learn to sing drut Khayal								
CO2	Acuire proficiency to perform Drut Khayal in raga Puriya Dhanashree, Bhimpalashi & Brindabani Sarang								
CO3	Acuire proficiency to perform Bada Khayal in raga namely Malkosh and Darbari Kanhra								
CO4	Acquire proficiency to recite and show Tali Khali of the Talas namely Rupak, Jhaptal & Tilwada in different layas -Barabar laya, Dugun laya & Chargun laya								
CO5	Develop playing skills of Tanpura and Harmonium with different Alankars in Barabar laya.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Performance of any two drutkhayal of following Raga with taans- Puriya Dhanashree, Bhimpalashi, B rindabani Sarang	18	Learn to sing drut khayal					1,2	
II	Performance of Bada Khayal (Any one)- Malkosh, Darbari	18	Learn Bada khayal of Raga					1,2	
III	Performance of Drupad and tarana in any Raga	18	Learn dhrupad and dhamar					1,2	
IV	Ability to Recite the following taals in Barabarlaya, Dugunlaya, Chargunlaya- Rupak, Jhaptal, Tilwada	18	Learn about the taals of Indian music					1,2	
V	Ability to playing Harmonium with Alarkarinbarabarlaya	18	Develop their playing skills of harmonium and tanpura					1,2	

REFERENCE BOOKS:

- R1: SubramaniamL, Subramaniam Vaji, Classical Music of india
R2: Baruah Rukheshwar; Sangeet Jyoti Visharad
R3: Borthakur Ranjan Dilip, Borthakur Nilima; Bharatiya Sangeet Sadhak
R4: Garg Narayan Lakhi, Bharat k Sangeetkar Indian Musicians
R5: Bhat Thatte Jayashree; Hindustani Vocal Music

OTHER LEARNING RESOURCES:

1. <https://youtu.be/aE0IKySHAAY>
2. <https://youtu.be/4DQZkKgACeA>
3. <https://youtu.be/q5trNs7M3MU>
4. <https://youtu.be/1gaNtsVAefQ>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn to sing drut khayal	1,2,3,4,5,6,7,8,9,10
2	Acquire proficiency to perform Drut Khayal in raga Puriya Dhanashree, Bhimpalashi & Brindabani Sarang	1,2,3,4,5,6,7,8,9,10
3	Acquire proficiency to perform Bada Khayal in raga namely Malkosh and Darbari Kanhra	1,2,3,4,5,6,7,8,9,10
4	Acquire proficiency to recite and show Tali Khali of the Talas namely Rupak, Jhaptal & Tilwada in different layas -Barabar laya, Dugun laya & Chargun laya	1,2,3,4,5,6,7,8,9,10
5	Develop playing skills of Tanpura and Harmonium with different Alankars in Barabar laya.	1,2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	ADVANCED ACTING TECHNIQUES (PRACTICAL)								
Course code	22BAPT223R	Total credits:03 Total hours:90P	L	T	P	S	R	O/F	C
			0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of second year of the programme								
Course Objectives	1. To Enable the students to understand the Modern Theatre. 2. To Introduction to Absurd Theatre. 3. To Get the basic ideas of Realism Constructivism.								
CO1	Apply advanced techniques in actor training, Stanislavsky's Method Acting principles to deepen character development and performance authenticity.								
CO2	Analyze diverse art movements such as Absurd Theatre, Theatre of Cruelty, Political Theatre, Black Theatre, Feminist Theatre, Theatre of the Oppressed, Third Theatre, and Forum Theatre, assessing their concepts and ideas.								
CO3	Analyze Psychological Realism as depicted in the works of Ibsen and Chekhov, examining its application in the context of the Moscow Art Theatre and Stanislavsky's methods.								
CO4	Assess Tennessee Williams and Arthur Miller's utilization of Subjective Theatre, Symbolism, Constructivism, and Expressionism, exploring Turning Inward techniques.								
CO5	Analyze the principles of Theatre of Cruelty as advocated by Artaud, Grotowski, and exemplified in Peter Brook's Marat/Sade.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	1.Advance actortrainingbasedon Stanislavsky'sMethodActing.	18	Students will advance their actor training based on Stanislavsky's Method Acting.				1,2		
II	2.Art Movements, ConceptandIdeas : Absurd Theatre, Theatre of cruelty, Political Theatre, Black Theatre, Feminist Theatre, Theatre of theOppressed, ThirdTheatre, ForumTheatre.	18	Students will explore and understand various art movements, concepts, and ideas including Absurd Theatre, Theatre of Cruelty, Political Theatre, Black Theatre, Feminist Theatre, Theatre of the Oppressed, Third Theatre, and Forum Theatre.				1,2		
III	3. Psychological Realism: Ibsen, Chekhov-The Moscow Arttheatre andStanislavsky.	18	Students will analyze Psychological Realism through the works of Ibsen and Chekhov, as well as the contributions of the Moscow Art Theatre and Stanislavsky.				1,2		
IV	4.TennesseWilliams andArthur Miller-Turning Inward: Subjective Theatre, Symbolism, Constructivism, Expressionism	18	Students will examine the works of Tennessee Williams and Arthur Miller, focusing on Subjective Theatre, Symbolism, Constructivism, and Expressionism.				1,2		
V	5.Theatre of Cruelty: Artaud, Grotowoski, Peter Brook's Marat/Sade	18	Students will study the Theatre of Cruelty as articulated by Artaud, Grotowski, and Peter Brook, particularly in works like Marat/Sade.				1,2		

REFERENCE BOOKS:

R1: The Bedford Introduction to Drama, Lee D. Jacobus

R2: The Greek Playwright, Clem Martini

R3: Aristotle's Theory of Poetry and Fine Arts, S.H. Butcher

R4: Gain knowledge about Epic Theatre

OTHER LEARNING RESOURCES:

<https://www.britannica.com>

<http://kocw.xcache.kinxcn.com>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Able to explain the fundamentals and advances of cytology including structure and functions of cell and cell organelles.	1,2,3,4,5,6,7,8,9,10
2	Able to explain the cell cycle and cell division.	1,2,3,4,5,6,7,8,9,10
3	Learn and develop skills for operating microscope, preparing slides by various staining techniques	1,2,3,4,5,6,7,8,9,10
4	Apply knowledge of cellular processes to explain how cells operate and interact within living organisms.	1,2,3,4,5,6,7,8,9,10
5	Demonstrate a comprehensive understanding of cell structure and function.	1,2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	INDIAN CLASSICAL INSTRUMENTAL MUSIC PERCUSSION (TABLA) PRACTICAL II								
Course code	22BAPI223R	Total credits:03 Total hours: 90P	L	T	P	S	R	O/F	C
			0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1. To develop Ability of playing the Tals in different pace (Layakaries). 2. To gain brief knowledge on the all Gharanas Quida. 3. To gain knowledge about Talas on hand demonstration of talas.								
CO1	Demonstrate proficiency in playing tabla compositions in Dugun, Dergun, Tingun, Chougun, and Pachgun laya.								
CO2	Develop proficiency to play different Quidas belonging to different Gharanas								
CO3	Acquire proficiency in Adi lathe Kuadri, Kuad layakari, and Biad layakari techniques.								
CO4	Develop skills in playing or accompanying a Vilambeet Theka with vocal music.								
CO5	Acquire proficiency in fundamental techniques for accompanying and synchronizing with dance and vocal music.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Various Tals in Dugun, Dergun, Tingun, Chougun, Pachgun Laya.	18	Will be able to play the Tals in Dugun, Dergun, Tingun, Chougun, Pachgun Laya.				1,2		
II	Various Gharanas Quida.	18	Will Gain ability to play all the Gharanas Quida.				1,2		
III	layakari, kuadlayakariand Biadlayakarie.	18	Will learn the Adi layakari, kuad layakari and Biad layakarie.				1,2		
IV	AccompanimentwithVilambeetTheka withVocal.	18	Will learn about the tals of Indian music how to play or accompany a Vilambeet Theka with Vocal.				1,2		
V	Accompanimentwith Dance andVocalmusic	18	Will learn the basic methods on how to accompany and synchronise with Dance and Vocal music.				1,2		

REFERENCE BOOKS:

- R1: Bordoloi Paban; Publisher by Rajendra Mohan Sarma, Chandra Prakash Guwahati 1, 2014; A, B, C of Tabla Playing. TheA, B, C of Tabla Playing.
- R2: Randas; Publisher by Dwarka Prasad, 1980; Tabla Tal Sangraha.
- R3: Sexena Kumar Sudhir; Sangeet Natak Akademi, New Delhi, 1995; the Art of Tabla Rhythm.
- R4: Banerjee Chandra Sudhis; India Subhi Publication Publisher, Tabla and the world of Indian rhythm

OTHER LEARNING RESOURCES:

1. <https://youtu.be/g7BA3YU8kS0> , <https://youtu.be/uoh7C23X9->

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate proficiency in playing tabla compositions in Dugun, Dergun, Tingun, Chougun, and Pachgun laya.	1,2,3,4,5,6,7,8,9,10
2	Develop proficiency to play different Quidas belonging to different Gharanas	1,2,3,4,5,6,7,8,9,10
3	Acquire proficiency in Adi lathe Kuadri, Kuad layakari, and Biad layakari techniques.	1,2,3,4,5,6,7,8,9,10
4	Develop skills in playing or accompanying a Vilambeet Theka with vocal music.	1,2,3,4,5,6,7,8,9,10
5	Acquire proficiency in fundamental techniques for accompanying and synchronizing with dance and vocal music.	1,2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	INDIAN CLASSICAL DANCE (BHARATNATYAM) PRACTICAL II								
Course code	22BAPB223P	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 90P	0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1. To know Alaripu in Mishrachappu thalam 2. To Learn kowthuvam 3. To Study the jati and korvais jathiswaram.								
CO1	Perform a alarippu in Mishrachappu thalam								
CO2	Do panchamurthy kauthuvam								
CO3	Find the difference between the korvias of jathiswaram								
CO4	Show different types of bhavas and their creative skill.								
CO5	Sing swaras in different ragas and identify the pattern of swaras								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Alarippu–Misram	18	Learn alarippu in Mishrachappu thalam					1,2	
II	PanchamoorthiKauthuvam	18	Learning panchamurthy kauthuvam					1,2	
III	Pushpanjali-1	18	Learning the difference between the korvias of jathiswaram					1,2	
IV	Shabdnam-1	18	Learning types of bhavas and their creative skill.					1,2	
V	Keerthanam-1	18	Learning different ragas and identify the pattern of swaras					1,2	

REFERENCE BOOKS:

- R1: Prajnanananda, Music of the South–Asian Peoples, Ramakrishna Vedanta Math, Culcatta, 1979
- R2: Raghuraman.S, History of Tamizh’s Dance, Nandini Pathipagam, Chennai, 2007
- R3: Rina Singha, Reginald Massey, Indian Dances-Their History and Growth, Faber, 1967
- R4: Mrinalini Sarabai, Understanding Bharathanatyam, A Darpana Publication,
- R5: Ramachandra sekhar. P, Dance Gestures, Giri Trading Agency pvt ltd, Chennai, 2007
- R6: Sudha Rani Raghupathy, *Laghu Bharatham*, Shree Bharathalaya, Chennai, 1995

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Perform a alarippu in Mishrachappu thalam	1,2,3,4,5,6,7,8,9,10
2	Do panchamurthy kauthuvam	1,2,3,4,5,6,7,8,9,10
3	Find the difference between the korvias of jathiswaram	1,2,3,4,5,6,7,8,9,10
4	Show different types of bhava and their creative skill.	1,2,3,4,5,6,7,8,9,10
5	Sing swaras in different ragas and identify the pattern of swaras	1,2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	TECHNO PROFESSIONAL SKILL III								
Course code	22BAPA224R	Total credits:01 Total hours: 30P	L	T	P	S	R	O/F	C
			0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1. To learn about the Communication skills. 2. Get flauntin speaking, movement's presentation. 3. To mastering the use of body language and movement to enhance presentations and audience engagement.								
CO1	Learn about the communicate on barrier.								
CO2	Get knowledge about the public speaking techniques.								
CO3	Learn th epresentation style of a person reference to social media.								
CO4	Develop proficiency in using body language to support verbal communication.								
CO5	Enhance overall presentation skills for diverse audiences and settings.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Communicationbarrier	6	Learning about the communication barrier.					1,2	
II	FluencyinSpeaking	6	Learning about the fluency in speaking.					1,2	
III	Bodylanguage	6	Understanding the different body language.					1,2	
IV	Presentation	6	Learning the presentation concept of performance					1,2	
V	PublicSpeaking	6	Learning the basic values of public speaking.					1,2	

REFERENCE BOOKS:

- R1: Recording Secrets for the Small Studio" by Mike Senio - Publication: Focal Press (2011) - ISBN: 978-0-240-52169-1.
- R2:"The Recording Engineer's Handbook" by Bobby Owsinski- Publication: Course Technology PTR (2017)- ISBN: 978-1-312-80952-1.
- R3: "Home Recording for Beginners: A Step-by-Step Guide to Recording, Editing, and Mixing Music" by David Miles Huber - Publication: Focal Press (2018) - ISBN: 978-0-240-52170-7.
- R4: "Digital Photography for Dummies" by Julie Adair King- Publication: Wiley (2020)- ISBN: 978-1119608354 "Video Production Handbook" by Gerald Millerson- Publication: Focal Press (2017)- ISBN: 978-1138949134.
- R5: "Video Production Handbook" by Gerald Millerson- Publication: Focal Press (2017)- ISBN: 978-1138949134.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/i5mYphUoOCs>
2. <https://youtu.be/VRJzvJ5XPQI>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn about the communicate on barrier.	1,2,4,5,6,9,10
2	Get knowledge about the public speaking techniques.	1,2,3,4,5,6,7,8,9,10
3	Learn th epresentation style of a person reference to social media.	1,2,3,4,5,6,7,8,9,10
4	Develop proficiency in using body language to support verbal communication.	1,2,3,4,5,6,7,8,9,10
5	Enhance overall presentation skills for diverse audiences and settings.	2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	English for Employability								
Course code	22UBPD222R	Total credits:02	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1. To introduce student with the various tool soeffective presentation. 2. To instruct, influence, engage, educate, orentertain the listeners. 3. To prepare the students for the campus drives & walking interviews.								
CO1	Preparation of presentation and delivering it in the classroom will improve their confidence and strengthen their public speaking skills too.								
CO2	It will enable them to handle the audience with confidence by recognizing and transforming the problem areas.								
CO3	It will enable the students to prepare resumeina correct and effective manner.								
CO4	It will enhance value creation, create efficiencies and engage themselves to deliver better results.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Presentation Skills I . Introduction II. Essential characteristics of a good presentation III. Preparation of a good presentation	7	Preparation of presentation and delivering it in the classroom will improve their confidence and strengthen their public speaking skills too.					1,2	
II	Public Speaking Skills Fear of Public Speaking Understanding and Overcoming Fear of Public Speaking Confidence and Control, Tips for Using Visual Aids in Presentations Process for Preparing and Creating Presentations Delivering Presentations Successfully.Doubt Clearing and Summary of Main Points	5	It will enable them to handle the audience with confidence by recognizing and transforming the problem areas.					1,2	
III	Practical session on Resume, CurriculumVitae, Writing cover letter &LinkedIn Profile i.Preparation, submission & screening of Resume. It will enhance value creation, create efficiencies and engage themselves to deliver better results ii.Practicalsessiononcoverletter screeningsession iii.Creating profile in LinkedIn	5	It will enable the students to prepare resume in a correct and effective manner.					1,2	
IV	Leadership & Management Skills i. Conceptofleadership	7	It will enhance value creation, create efficiencies and engage themselves to deliver better results					1,2	

	ii. Leadership Styles, iii. Manager VS Leader, iv. How to be an Effective Leader v. Doubt Clearing Session			
V	Interview Skills & Dresscode Ethics i. Types of interviews- telephonic virtual & face to face ii. Online interview, personal interview, iii. Panel interview, iv. Group interview, v. Types of interview questions traditional/common interview questions, vi. General Strategies for answering questions, vii. Marketing your skills and experiences, viii. Preparation before the interview, ix. How to dress up for an interview, x. How to maintain eye contact and positive body language, xi. How to be presentable, xii. Interview dos and don'ts, xiii. Introduction to Dress Code Ethics,	8	It will enhance value creation, create efficiencies and engage themselves to deliver better results.	1,2

TEXT BOOKS:

- T1: What Employers Want: The Work skills Handbook-Karen Holmes, 2011
 T2: English Grammar in Use, Raymond Murphy 4th edition, CUP

REFERENCE BOOKS:

- R1: Compiled and prepared by the Training and Development team, AdtU Other Learning Resources
 R2: Oxford Business English, M. Duckworth, Essen. Bus. Grammar

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Enable students to prepare scripts, understand nonverbal cues, overcome fear, and practice public speaking strategies.	1,3,4,5,6,8,9,10
2	Equip students with skills to prepare, submit, and screen resumes and cover letters.	1,3,4,5,6,7,8,9,10
3	Teach students the different parts of an email and effective email drafting techniques.	1,2,3,4,5,6,7,8,9,10
4	Prepare students for interviews by practicing commonly asked questions and participating in mock interview sessions.	1,2,3,4,5,6,7,8,9,10
5	Students will understand the concept of conflict management, identify different types, and analyze its effects.	1,2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	Basic Acclimatizing Skills								
Course code	22UULS221R	Total credits:01	L	T	P	S	R	O/F	C
		Total hours:30P	0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1 To impart knowledge of the fundamentals of Hospitality industry and its applications. 2 Students will be able to familiarize with the cooking equipments & Utensils. 3 Students will be able to handle different modes of reservation								
CO1	Students will have basic knowledge of cooking methods.								
CO2	Students will gain the knowledge of organizing & Cleaning of Rooms.								
CO3	Students will be able to gain the travel management concept.								
CO4	Students will be able to acquire the knowledge of basic household's amenities for day-to-day use.								
CO5									
Unit-No.	Content	Contact Hour	Learning Outcome						KL
I	Introduction to Accommodation Management: Telephone handling techniques • Organizing rooms • Cleaning equipment and its uses • Bed-making process	6	Demonstrate effective telephone handling techniques and the organization of rooms.						1,2
II	Fundamental of Cooking: Uses of basic cooking equipments • Uses of fire & Fuel • Different cuts of vegetables • Uses of herbs & spices • Regional Food Habits	6	Identify and use basic cooking equipment, fire, and fuel, and apply different cuts of vegetables.						1,2
III	Food and Beverage skills: Introduction to catering industry • Types menus and beverages • Identifications of Cutlery, crockery & glassware • Table etiquettes or manners • Customer handling skills or Situation Handling	6	Recognize various cutlery, crockery, and glassware, and demonstrate proper table etiquettes and customer handling skills.						3,4
IV	Travel management: Travel Documentation (Types) • Application of passport & Visa • Tourism products (UNESCO sites) • Types of logistics in travel and tourism management.	6	Understand different types of travel documentation and the application process for passports and visas.						3,4
V	Basic Hospitality Skills: Various Egg Preparations • Canapés preparations • Mocktail & Shakes Preparations • Butter Rice / Lemon Rice • Various Lentils Preparations • 1 non-veg preparation/ 1 veg preparation	6	Prepare various egg dishes, canapés, mocktails, shakes, and regional food items such as butter rice, lemon rice, and lentils.						3,5,

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic knowledge of cooking methods.	1,2,4,5,6,9
2	Students will gain the knowledge of organizing & Cleaning of Rooms.	1,2,4,5,6,9
3	Students will be able to gain the travel management concept.	1,2,4,5,6,7,8,9
4	Students will be able to acquire the knowledge of basic household's amenities for day-to-day use.	1,2,4,5,6,9
5	Students will have basic knowledge of cooking methods.	1,2,4,5,6,9

SEMESTER – IV									
Course Title	CO-CURRICULAR								
Course code	22UBCC121	Total credits:01 Total hours:60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives	1.To enhance the students' acquainted with the classroom learning activities 2. To enhance the students' abilities with revision work 3. To expand the knowledge and skills of the students with day to day with classroom activities.								
CO1	Learn eye-contact while speaking with clients, groups, communities.								
CO2	Learn the formulation of agendas of any kind of social and cultural events or activities.								
CO3	Understand the process of conduction of programs, seminars, workshops, event etc.								
CO4	Enhance students' knowledge and practical skills through day-to-day classroom activities, promoting continuous learning and application.								
CO5	Enable students to comprehend and execute the processes involved in conducting programs, seminars, workshops, and events effectively.								
Co-curricular activities will equip the students to enhance and engage with various sections of the society and formulate agendas of social and cultural events, seminars, workshops, awareness programs etc. It will also allow them to participate in community matters.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand how eye contact contributes to building rapport and trust in client interactions, group discussions, and community engagements.	1,2,3,4,5,6,7,8,9,10
2	Develop a sample agenda for a specific type of event (e.g., workshop, seminar, cultural festival).	1,2,3,4,5,6,7,8,9,10
3	Analyze the potential challenges and risks associated with event planning and execution.	1,2,3,4,5,6,7,8,9,10
4	Develop solutions and strategies to effectively address community concerns and promote positive change through their activities.	1, 3,4,5,6,7,8,9,10
5	Demonstrate social responsibility by advocating for ethical practices, cultural sensitivity, and sustainable development in their engagement with society.	1,2,3,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	EXTRA-CURRICULAR(NON-CGPA)								
Course code	22UBEC111	Total credits:01 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. It is to develop the social and soft skills and to promote a holistic development of the learners. 2. To ensure a well-rounded growth of learners by integrating co-curricular activities with academic learning, focusing on physical, emotional, and intellectual development. 3. To prepare students for representing their institution at various levels by providing specialized training and exposure to inter-university, state, and national competitions.								
CO1	Participate in a variety of club activities, such as dance, music, photography, drama, and literacy, aligning with their interests and hobbies.								
CO2	Develop skills by participating in regular workshops and competitions, gaining practical experience and honing abilities in chosen fields.								
CO3	Train to represent ADTU in various inter-university, state, and national level competitions, showcasing talents and achieving excellence.								
CO4	Gain insights and knowledge from invited experts in respective fields.								
CO5	Undergo a 360-degree learning methodology, ensuring overall growth that encompasses both academic and extracurricular activities, leading to a balanced and enriched educational journey.								
The students will be engaged in different activities headed under different clubs namely dance, music, photography, drama, literacy, etc. The students will participate in regular club activities like workshops, competitions as per their interest and hobbies. The students will be trained to represent ADTU in various inter university, state and national level competitions. The students will be given a platform to learn from invited experts in their respective fields. The students will get an exposure of 360 degree learning methodology considering the overall growth along with the academics.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Participate in a variety of club activities, such as dance, music, photography, drama, and literacy, aligning with their interests and hobbies.	1,2,3,4,5,6,7,8,9,10
2	Develop skills by participating in regular workshops and competitions, gaining practical experience and honing abilities in chosen fields.	1,2,3,4,5,6,7,8,9,10
3	Train to represent ADTU in various inter-university, state, and national level competitions, showcasing talents and achieving excellence.	1,2,3,4,5,6,7,8,9,10
4	Gain insights and knowledge from invited experts in respective fields.	1,2,4,5,6,7,8,9,10
5	Undergo a 360-degree learning methodology, ensuring overall growth that encompasses both academic and extracurricular activities, leading to a balanced and enriched educational journey.	1,2,4,5,6,7,8,9,10

SEMESTER – IV									
Course Title	UNIVERSAL HUMAN VALUE (UHV) + PROFESSION ALETHICS								
Course code	22UUHV101R	Total credits:02 Total hours:30P	L	T	P	S	R	O/F	C
			1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of second year of the programme								
Course Objectives	1. Develop holistic perspective based on self-exploration about self (human being), family, society and nature/existence. 2. Understand (or developing clarity) of harmony in human beings, family, society and nature/existence. 3. Strengthen self-reflection. 4. Develop Commitment and courage to act.								
CO1	Learn and understand the Need, Guidelines, Content and Process for Value Education.								
CO2	Fulfill the human aspirations like understanding and living in harmony at various levels.								
CO3	Learn and understand harmony in family and society.								
CO4	Learn and understand harmony in nature and existence.								
CO5									
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Course Introduction - Need, Basic Guidelines, Content and Process for Value Education 1.Understanding the need, basic guidelines, content, and process for Value Education 2. Self-Exploration–what is it? - its content and process; Natural Acceptance“ and Experiential Validation- as the mechanism for self- exploration 3. Continuous Happiness and Prosperity- A look at basic Human Aspirations 4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority 5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario Method to fulfill the above human aspirations: understanding and living in harmony at various levels.	6	Students will be able to learn and understand the Need, Guidelines, Content and Process for Value Education.					1,2	
II	UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself! 1. Understanding human being as a co-existence of the sentient ‘I’ and the material Body“ 2. Understanding the needs of Self (‘I’) and Body - Sukh and Suvridha 3. Understanding the Body as an instrument of ‘I’ (I being the doer, seer and enjoyer) 4. Understanding the characteristics and activities of ‘I’ and harmony in ‘I’ 5. Understanding the harmony of ‘I’ with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail 6. Programs to ensure Sanyam and Swasthya - Practice Exercises and Case Studies will be taken up in Practice Sessions.	6	Students will be able to fulfil the human aspirations like understanding and living in harmony at various levels					1,2	

<p>III</p>	<p>UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship</p> <p>1. Understanding Harmony in the family – the basic unit of human interaction</p> <p>2. Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship</p> <p>3. Understanding the meaning of Vishwas; Difference between intention and competence</p> <p>4. Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship</p> <p>5. Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals</p> <p>6. Visualizing a universal harmonious order in society- Undivided Society (Akhand Samaj), Universal Order (SarvabhaumVyawastha)- from family to world family! -Practice Exercises and Case Studies will be taken up in Practice Sessions.</p>	<p>6</p>	<p>Students will be able to learn and understand harmony in family and society</p>	<p>1,2</p>
<p>IV</p>	<p>Understanding Harmony in the Nature and Existence- Whole existence as Co-existence</p> <p>1. Understanding the harmony in the Nature</p> <p>2. Inter connectedness and mutual fulfilment among the four orders so nature-recyclability and self-regulation in nature</p> <p>3. Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space</p> <p>Holistic perception of harmony at all levels so existence-Practice Exercises and Case Studies will be taken up in Practice Sessions</p>	<p>6</p>	<p>The students will be able to learn and understand harmony in nature and existence</p>	<p>1,2</p>
<p>V</p>	<p>Implications of the above Holistic Understanding of Harmony on Professional Ethics</p> <p>1. Natural acceptance of human values</p> <p>2. Definitiveness of Ethical Human Conduct</p> <p>3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order.</p> <p>4. Competence in professional ethics:</p> <p>a) Ability to utilize the professional competence for augmenting universal human order.</p> <p>b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,</p> <p>c) Ability to identify and develop appropriate technologies and management patterns for above production systems.</p> <p>5. Case studies of typical holistic technologies, management models and production systems</p>	<p>6</p>	<p>The students will be able to learn the implications of Holistic Understanding of Harmony on Professional Ethics</p>	<p>1,2</p>

	6. Strategy for transition from the present state to Universal Human Order: a) At the level of individual: associably and ecologically responsible engineers, technologists and managers At the level of society: as mutually enriching institutions and organizations		
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TEXT BOOKS:

R. RGaur, RS angal, GP Bagaria, *A foundation course in Human Values and professional Ethics*, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2

REFERENCE BOOKS:

1. BLBajpai, 2004, *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow.Reprinted 2008.
2. PL Dhar, RRGaur, 1990, *Science and Humanism*, Common wealth Publishers.
3. Sussan George,1976, *How the Other Half Dies*, Penguin Press.Reprinted 1986,1991
4. IvanIllich,1974, *Energy & Equity*, *The Trinity Press*, Worcester, and Harper Collins, USA
5. Donella H. Meadows, DennisL. Meadows, Jorgen Randers, William W. Behrens III, 1972, *limits to Growth*, Club of Rome's Report, Universe Books.
6. Subhas Palekar, 2000, *How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati*
7. A Nagraj, 1998, *Jeevan Vidya ek Parichay*, Divya Path Sansthan, Amarkantak.
8. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
9. A.N. Tripathy, 2003, *Human Values*, New Age International Publishers.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn and understand the Need, Guidelines, Content and Process for Value Education	1,2,3,4,5,6,7,8,9
2	Fulfil the human aspirations like understanding and living in harmony at various levels	1,2,3,4,5,6,7,8,9
3	Learn and understand harmony in family and society	1,2,3,4,5,6,7,8,9
4	Learn and understand harmony in nature and existence	1,2,3,4,5,6,7,8,9
5	Learn and understand the Need, Guidelines, Content and Process for Value Education	1,2,3,4,5,6,7,8,9

SEMESTER – IV									
Course Title	MOOCSCE III								
Course code	22BACE121R	Total credits:02 Total hours:60	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ IV semester of first second year of the programme								
Course Objectives	1.To Learn key concepts in particular subject from top international experts. 2. To Improve student’s problem-solving and critical thinking skills through assignments. 3. To apply course knowledge to real-life situations and enhance professional skills.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance teamwork and collaboration skills through group projects and discussions.								
MOOCS CE II is provided through Coursera Platform, which is an online course where students are allowed to take course/courses per semester on the basis of the hours with relevance to the credit and the courses are provided from the international universities across the world. During the courses, students have to submit assignments, quizzes									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,2,3,4,5,8,9
2	Develop skills to analyze information critically and propose effective solutions.	1,2,3,4,5,6,7,8,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	1,2,3,4,5,6,7,8,9

SEMESTER – V									
Course Title	RESEARCH METHODOLOGY								
Course code	22BAPA311R	Total credits:03 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. To develop a research approach for the systematic procedure of research. 2. Understand the need for a Research Approach in place of a common-sense approach. 3. Conceptualize and formulate a simple research project, Prepare and administer simple tools of data collection and Report writing skills.								
CO1	To develop a research approach for the systematic procedure of research								
CO2	Understand the need for a Research Approach in place of a common-sense approach.								
CO3	Conceptualize and formulate a simple research project, Prepare and administer simple tools of data collection and Report writing skills.								
CO4	Students will gain knowledge of sampling, including its purpose, methods, and factors that influence decisions. Possibility and impossibility								
CO5	To learn the steps involved in preparing a research proposal, the student will know how to write a Research Proposal.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Meaning of Research-Meaning of Research, Characteristics, Research process	9	Understanding the research method.					1,2	
II	Meaning of Research-Meaning of Research, Characteristics, Research process	9	Understanding analyses of the nature and significance of the research.					1,2	
III	Methodology of Data Collection- Primary-Interview, observation, survey Secondary data	9	Understanding methods of data collection.					1,2	
IV	Sampling-Meaning, steps of sampling, Steps of sampling, Factors affecting decisions, Probability, no probability	9	Understanding the sampling of research.					1,2	
V	Writing a Research Proposal- Steps in writing are search Proposal How to write a good research proposal	9	Learning to write research proposal.					1,2	

TEXT BOOKS:

T1: Kothari and Gar Gaurav, fourth edition new age international publishers. (1Sep, 2019), Research Methodology, Methods and techniques

REFERENCE BOOKS:

R1: John W. Creswell, (July 23, 2002) by SAGE Publications, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, SAGE Publications.

R2: Ranjit Kumar, (December 8, 2010) Research Methodology: A Step-By-Step Guide for Beginners, SAGE Publications Ltd.

OTHER LEARNING RESOURCES:

1. https://youtu.be/w_Ujkt83i18?si=mjcZp4O6br8bXDhp

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	To develop a research approach for the systematic procedure of research	1,2,3,4,5,6,7,8,9,10
2	Understand the need for a Research Approach in place of a common-sense approach.	1,2,3,4,5,6,7,8,9,10
3	Conceptualize and formulate a simple research project, Prepare and administer simple tools of data collection and Report writing skills.	1,2,3,4,5,6,7,8,9,10
4	Students will gain knowledge of sampling, including its purpose, methods, and factors that influence decisions. Possibility and impossibility	1,2,3,4,5,6,7,8,9,10
5	To learn the steps involved in preparing a research proposal, the student will know how to write a Research Proposal.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	THEORY OF HINDUSTANI CLASSICAL								
Course code	22BAPV312R	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Theoretical Knowledge of Ragaa 2. Life History of some music maestro. 3. Get knowledge about some musical terms								
CO1	Develop theoretical knowledge about the ragas namely Bageshri, Bhimpalashi, Kedar and Malkosh.								
CO2	Gain knowledge about life history and contribution of some music maestro of India namely Ustad Allarakha, Pt Ravi Shankar, Tyagaraja and Ustad Bismillah Khan.								
CO3	Develop concept of some musical terms such as Gharana, Murchana, Jati Gayan and Lakshan Geet.								
CO4	Demonstrate an understanding of Time Theory of Raga.								
CO5	Distinguish between North Indian Classical Music and South Indian Classical Music acquiring basic knowledge of the both musical styles.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Theoretical knowledge of prescribed Raga Bageshri, Bhimpalashi, Kedar, Malkosh	9	Learning the theory of raag Bageshri, Bhimpalashi, Kedar, Malkosh.				1,2		
II	Life history and Contribution of some music Maestro Ustad Allarakha, Ravi Shankar, Tyagaraja, Bismillah Khan	9	Learning the history and contribution of some music maestro.				1,2		
III	Concept of some Musical Terms: Gharana, Murchana, Jati Gayan, Lakshangeet	9	Learning about the concept of some basic musical terms.				1,2		
IV	Time theory of Raga	9	Learning the time theories of raga study.				1,2		
V	Difference between North Indian classical music and South Indian classical music. Basic knowledge of Carnatic classical music	9	Learning the theory of raag Bageshri, Bhimpalashi, Kedar, Malkosh.				1,2		

REFERENCE BOOKS:

R1: Chandra Satish; Sangeet shree Prakashan, 2021; Introduction of Raags

R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music

R3: Subramaniam L, Subramaniam Vaji, Classical Music of India

R4: Baruah Rukheshwar; Sangeet Jyoti Visharad

R5: Garg Narayan Lakhi, Bharat Sangeet kar Indian Musicians

R6: Bhat Thatte Jayashree; Hindustani Vocal Music

OTHER LEARNING RESOURCES:

1. <https://youtu.be/x3-L91DbWZY?si=JFLI8REBHdpjnePS>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop theoretical knowledge about the ragas namely Bageshri, Bhimpalashi, Kedar and Malkosh.	1,2,3,4,5,6,7,8,9,10
2	Gain knowledge about life history and contribution of some music maestro of India namely Ustad Allarakha, Pt Ravi Shankar, Tyagaraja and Ustad Bismillah Khan.	1,2,3,4,5,6,7,8,9,10
3	Develop concept of some musical terms such as Gharana, Murchana, Jati Gayan and Lakshan Geet.	1,2,3,4,5,6,7,8,9,10
4	Demonstrate an understanding of Time Theory of Raga.	1,2,3,4,5,6,7,8,9,10
5	Distinguish between North Indian Classical Music and South Indian Classical Music acquiring basic knowledge of the both musical styles.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	WESTERN THEATRE HISTORY AND THEORY								
Course code	22BAPT312R	Total credits:03 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Enable the students to understand the western Theatre 2. Introduction to Greek Playwrights. 3. Get the basic ideas of Epic Theatre (Brecht)								
CO1	Summarize the brief history of Western Theatre until the 20th century.								
CO2	Examine Greek playwrights through an introduction course.								
CO3	Analyze poetics to assess its structures, forms, and thematic elements.								
CO4	Evaluate Epic Theatre as pioneered by Brecht to analyze its techniques and socio-political impact.								
CO5	Analyze the techniques and contributions of influential figures such as Stanislavsky, Michael Chekhov, and Grotowski, gaining a deeper understanding of their impact on the performing arts.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Brief history of Western Theatre till 20 th century	5	Be knowledgeable about the Western Theatre.				1,2		
II	Introduction to Greek Playwrights	4	Get knowledgeable about Greek playwrights				1,2		
III	Poetics	6	Gain knowledge about Poetics				1,2		
IV	Epic Theatre (Brecht)	7	Gain knowledge about Epic Theatre.				1,2		
V	Stanislavsky, Miche Chekhov and Groto waski.	8	Learn about Stanislavsky, Michel Chekhov and Grotowaski				1,2		

REFERENCE BOOKS:

- R1: The Bedford Introduction to Drama, Lee D. Jacobus
R2: The Greek Playwright, Clem Martini
R3: Aristotle's Theory of Poetry and Fine Arts, S.H. Butcher
R4: Gain knowledge about Epic Theatre
R5: Building a character, Stanis

OTHER LEARNING RESOURCES:

1. <https://youtu.be/IQOPFxuiaWQ?si=5ArOfLIR0gl4Srgv>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Summarize the brief history of Western Theatre until the 20th century.	1,2,3,4,5,6,7,8,9,10
2	Examine Greek playwrights through an introduction course.	1,2,3,4,5,6,7,8,9,10
3	Analyze poetics to assess its structures, forms, and thematic elements.	1,2,3,4,5,6,7,8,9,10
4	Evaluate Epic Theatre as pioneered by Brecht to analyze its techniques and socio-political impact.	1,2,3,4,5,6,7,8,9,10
5	Analyze the techniques and contributions of influential figures such as Stanislavsky, Michael Chekhov, and Grotowski, gaining a deeper understanding of their impact on the performing arts.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	NORTH INDIAN AND SOUTH INDIAN TALA SYSTEM (THEORY)								
Course code	22BAPI312R	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	4	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Get knowledge about the definition of Indian Tal. (North Indian Tal) 2. Get knowledge about the definition of Carnatic Tal. (South Indian Tal) 3. To get understand the difference between Hindustani and Carnatic Talas.								
CO1	Acquire a comprehensive understanding of the precise definition of Indian tal (rhythm).								
CO2	Acquire comprehensive knowledge about South Indian Tals, encompassing their origins, classifications, and rhythmic patterns.								
CO3	Understand the unique characteristics and rhythmic patterns of taals from the Indian and South Indian Tala system								
CO4	Develop the expertise to transition seamlessly from South Indian Talas to North Indian Talas,								
CO5	Students will be able to understand the difference between Hindustani and Carnatic Tal.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Definition of Tal. (North IndianTal)	9	Learning the definition of Indian tals				1,2		
II	Definition of Carnatic Tal. (South IndianTal)	9	Learning the definition of Carnatic Tals.				1,2		
III	The Ancient stories aboutTal.	9	Learn about the Adi tals stories in Indian Music.				1,2		
IV	Different types Tals in Indian Music. Teental, Jhaptal, Adhachertal, Ektaal, Ropak Tal, Soutal, Tilawara,	9	Learning the different types of Tals.				1,2		
V	Tal'sconvertin to anotherTalsystem Jhaptal, Teental, RoopakTal, Choutal, Ektaletc.	9	Understand and create the Tal and change it into another Tal system.				1,2		

REFERENCE BOOKS:

R1: Bordoloi Paban; Publisher by Rajendra Mohan Sarma, Chndra Prakash Guwahati-1, 2014; A, B, C of Tabla Playing. TheA, B, C of Tabla Playing

R2: Vashishtha Satyanarayan; Sangita Karlaya Hatharasa publisher, 1977, Taal Martand

OTHER LEARNING RESOURCES:

1. <https://youtu.be/XcMqTycAizA>

2. <https://youtu.be/Xa9yMvYdm3Y>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire a comprehensive understanding of the precise definition of Indian tal (rhythm).	1,2,3,4,5,6,7,8,9,10
2	Acquire comprehensive knowledge about South Indian Tals, encompassing their origins, classifications, and rhythmic patterns.	1,2,3,4,5,6,7,8,9,10
3	Understand the unique characteristics and rhythmic patterns of taals from the Indian and South Indian Tala systems.	1,2,3,4,5,6,7,8,9,10
4	Develop the expertise to transition seamlessly from South Indian Talas to North Indian Talas,	1,2,3,4,5,6,7,8,9,10
5	Students will be able to understand the difference between Hindustani and Carnatic Tal.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	INDIAN CLASSICAL DANCE (BHARATNATYAM) THEORY								
Course code	22BAPB312R	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Know about the triyangas 2. To identify the different types of talas 3. Get knowledge about lokadharmi and natyadharmi								
CO1	Gain knowledge about the body movements								
CO2	Familiar with the types of facial expressions.								
CO3	Implement theoretical knowledge in their practical lessons.								
CO4	Perform many varieties of head neck and eye movement.								
CO5	Gain knowledge about the body movements								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Traditional dance performed in temple- Pancha moorthy Kowthuvam, Navasandhi Kowthuvam.	9	learning the traditional dance performed in temples				1,2		
II	Triyangas-Anga, Prathyangam and Upangam; Details of Dharmi-Loka dharmi, Natya dharmi, Angasuddha	9	Learning about triyangas				1,2		
III	Suladi Sapta Talas-35, 175 talas-Slokas and its description-Pranas; Jathi; Yathi;	9	Learning the talas used in Bharatnatyam				1,2		
IV	Abhinayamandit types- Angikam. Vachikam, Aharyam, Satvikam Details; Shira Bheda, Bhava, Rasa, Characteristics of a dancer-patra, apatra; Kinkini Lakshanam, Sabha Lakshanam	9	Learning about the types of abhinaya angika vachika.				1,2		
V	Concept of Pushpanjali, Shabdham, Keerthanam	9	Learning the concept of pushpanjali sabdam				1,2		

REFERENCE BOOKS:

- R1: Prajnanananda, *Music of the South-Asian Peoples*, Ramakrishna Vedanta Math, Culcatta, 1979
R2: Raghuraman.S, *History of Tamizh's Dance*, Nandini Pathipagam, Chennai, 2007
R3: Rina Singha, Reginald Massey, *Indian Dances-Their History and Growth*, Faber, 1967
R4: Mrinalini Sarabai, *Understanding Bharathanatyam*, a Darpana Publication,
R5: Ramachandra sekhar. P, *Dance Gestures*, Giri Trading Agency pvt ltd, Chennai, 2007
R6: Sudha Rani Raghupathy, *Laghu Bharatham*, Shree Bharathalaya, Chennai, 1995

OTHER LEARNING RESOURCES:

1. <https://youtu.be/11aXtnKzOzU?si=ksg8ep9TLAeXG-eI>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain knowledge about the body movements	1,2,3,4,5,6,7,8,9,10
2	Familiar with the types of facial expressions.	1,2,3,4,5,6,7,8,9,10
3	Implement theoretical knowledge in their practical lessons.	1,2,3,4,5,6,7,8,9,10
4	Perform many varieties of head neck and eye movement.	1,2,3,4,5,6,7,8,9,10
5	Gain knowledge about the body movements	1,2,3,4,5,6,7,8,9,10

SEMESTER – V									
Course Title	SEMI-CLASSICAL MUSIC OF INDIA THEORY								
Course code	22BAPV313R	Total credits:02	L	T	P	S	R	O/F	C
		Total hours: 45T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. To demonstrate to the student the history of semi classical music of India. 2. To teach the students the different types of semi-classical songs and its theoretical meaning and characteristics. 3. To make students familiar with the prominent artist of Indian semi-classical songs and their contribution to this art.								
CO1	Develop historical knowledge of Semi-classical music of India.								
CO2	Develop theoretical knowledge of Semi-classical music of India such as Thumri, Dadra, Bhajan, Ghazal, Chaiti, Kajri, Tappa, Qawwali etc.								
CO3	Acquire proficiency in different styles of Semi-classical music, their characteristics and Gayakis.								
CO4	Gain knowledge about the ragas mostly used in Semi classical music such as Yaman, Pahari, Shyam Kalyan, Anandi Kalyan etc.								
CO5	Acquire knowledge about the life history and contribution of some prominent artist of India namely Girija Devi, Ghulam Ali and Shobha Gurtu.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	The original history of semi-classical music of India	6	Learning the theory of semi classical music of India.				1,2		
II	Theoretical knowledge of semi-classical music- Thumri, Dadra, Bhajan, Ghazal, Chaiti, Kajri, Tappa, Qawwali	6	Learning the theoretical knowledge about some semi semi classical music.				1,2		
III	Different styles of semi-classical music Characteristics Lyrical contents Gayaki	6	Learning different styles of semi classical music.				1,2		
IV	Raga studies are used in Semi classical songs. Yaman Pahari Syamkalyan Anandi Kalyan	6	Learning the ragas mostly used in semi-classical music.				1,2		
V	Life history and contribution of Girija Devi, Ghulam Ali, Shobha Gurtu	6	Learning about the life history and contribution of some artists.				1,2		

REFERENCE BOOKS:

- R1: Subramaniam L, Subramaniam Vaji, Classical Music of India
 R2: Baruah Rukheshwar; Sangeet Jyoti Visharad
 R3: Borthakur Ranjan Dilip, Borthakur Nilima; Bharatiya Sangeet Sadhak
 R4: Garg Narayan Lakhi, Bharatk Sangeetkar Indian Musicians
 R5: Bhat Thatte Jayashree; Hindustani Vocal Music

OTHER LEARNING RESOURCES:

1. https://youtu.be/Ofy_xCsZ-Y

2. <https://youtu.be/I3FTjiYNo5k>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop historical knowledge of Semi-classical music of India.	1,2,3,4,5,6,7,8,9,10
2	Develop theoretical knowledge of Semi-classical music of India such as Thumri, Dadra, Bhajan, Ghazal, Chaiti, Kajri, Tappa, Qawwali etc.	1,2,3,4,5,6,7,8,9,10
3	Acquire proficiency in different styles of Semi-classical music, their characteristics and Gayakis.	1,2,3,4,5,6,7,8,9,10
4	Gain knowledge about the ragas mostly used in Semi classical music such as Yaman, Pahari, Shyam Kalyan, Anandi Kalyan etc.	1,2,3,4,5,6,7,8,9,10
5	Acquire knowledge about the life history and contribution of some prominent artist of India namely Girija Devi, Ghulam Ali and Shobha Gurtu.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	FOUNDATION OF MODERN THEATRE								
Course code	22BAPT313R	Total credits:02 Total hours: 45T	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Enable the students to understand the Modern Theatre 2. Introduction to Absurd Theatre 3. Get the basic ideas of Realism, Constructivism								
CO1	Contrast the basic concepts of Theatre in East and West to analyze their cultural influences and artistic practices.								
CO2	Categorize diverse theatre art movements, such as Absurd Theatre, Theatre of Cruelty, Political Theatre, Black Theatre, Feminist Theatre, Theatre of the Oppressed, Third Theatre, and Forum Theatre to evaluate their concepts and societal significance.								
CO3	Analyze Psychological Realism to evaluate its techniques and psychological depth in theatrical representation.								
CO4	Analyze Theatre, Symbolism, Constructivism, and Expressionism to evaluate their artistic techniques and thematic significance in theatrical expression.								
CO5	Analyze Theatre of Cruelty to evaluate its techniques and societal impact in challenging conventional theatrical norms.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Basic concepts of Theatre: East and West.	5	Be knowledgeable about the basic concept of theatre: East and West					1,2	
II	Art Movements, Concept and Ideas: Absurd Theatre, Theatre of cruelty, Political Theatre, Black Theatre, Feminist Theatre, Theatre of the Oppressed, Third Theatre, Forum Theatre.	4	Get knowledgeable about Art Movements, Concept and ideas: Absurd theatre, Theatre of cruelty, Political Theatre, Black Theatre etc					1,2	
III	Psychological Realism: Ibsen, Chekhov-The Moscow Arttheatre and Stanislavsky.	6	Gain knowledge about Psychological Realism etc					1,2	
IV	Tennessee Williams and Arthur Miller- Turning Inward: Subjective Theatre, Symbolism, Constructivism, Expressionism	7	Gain knowledge about Tennessee Williams and Arthur Miller.					1,2	
V	Theatre of Cruelty: Artaud, Grotowski, Peter Brook's Marat/Sade.	8	Learn about Theatre of Cruelty: Artaud, Grotowski, Peter Brooks Marat/ Sade.					1,2	

REFERENCE BOOKS:

- R1: The Bedford Introduction to Drama, Lee D. Jacobus
- R2: The Greek Playwright, Clem Martini
- R3: Aristotle's Theory of Poetry and Fine Arts, S.H. Butcher
- R4: Gain knowledge about Epic Theatre

Building a character, Stanislavsky

OTHER LEARNING RESOURCES:

<https://www.britannica.com>

<http://kocw.xcache.kinxcdn.com>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Contrast the basic concepts of Theatre in East and West to analyze their cultural influences and artistic practices.	1,2,3,4,5,6,7,8,9,10
2	Categorize diverse theatre art movements, such as Absurd Theatre, Theatre of Cruelty, Political Theatre, Black Theatre, Feminist Theatre, Theatre of the Oppressed, Third Theatre, and Forum Theatre to evaluate their concepts and societal significance.	1,2,3,4,5,6,7,8,9,10
3	Analyze Psychological Realism to evaluate its techniques and psychological depth in theatrical representation.	1,2,3,4,5,6,7,8,9,10
4	Analyze Theatre, Symbolism, Constructivism, and Expressionism to evaluate their artistic techniques and thematic significance in theatrical expression.	1,2,3,4,5,6,7,8,9,10
5	Analyze Theatre of Cruelty to evaluate its techniques and societal impact in challenging conventional theatrical norms.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	INDIAN INSTRUMENTAL PERCUSSION MUSIC [TABLA] (THEORY)								
Course code	22BAPI313R	Total credits:02	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Get knowledge about Indian Tal. 2. Know about sound and sound Physics. 3. Get knowledge of Paribhashik words.								
CO1	Acquire knowledge of the historical origins of Taal and gain an understanding of the broad scope of Tal in the context of Indian Music.								
CO2	Develop the ability to distinguish between musical and non-musical sounds through comprehensive learning and practical exercises.								
CO3	Develop a thorough knowledge regarding accompaniment with musical instruments and songs.								
CO4	Acquire an understanding of Bandis, Jarab, Wajan, Lahara, and Latifa within the context of music.								
CO5	Develop the psychological aspects of music, including the interaction between performers and listeners.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Taldefinitions. 1. WhatisTal? 2. The Ancient Stories about Tal 3. How many types of tal are there in Indian Music? What was the original form of the earlier Hindustani Tal?	6	Learning the basic meaning of tal and the several forms of tal used in the Indian tal notation system					1,2	
II	The Sound Physics. Difference between Musical and non-Musical sounds, Vibration, Intensity, Pitch, and Timbre.	6	Learning the musical sound and non-musical sounds.					1,2	
III	Detailed knowledgeofAccompaniment. 1. Accompaniment with instruments (Santoor, Sitar, Flute, Violin) 2. Accompanimentwith Vocal (OndifferenttypesofRaga)	6	learning the technique of accompaniment using both vocal and instrumental music					1,2	
IV	Terminology. Bandis, Jarab, Wajan, Lahra, Latifa, Alankar or Khanapoori, Baarhat.	6	Learning the basic definition of Bandis, Jarab, Wajan, Lahara, Latifa, Alankar, and Baarhat.					1,2	
V	Detailed knowledge of the Psychology of Music. 1. MusicalFeelings. 2. The Role of Emotionin Music. • Romanticism. • Classicism.	6	Learning the fundamental meaning of musical emotions and the function of emotion in music.					1,2	

REFERENCE BOOKS:

R1: Vashisthav Satayanaray; Sangeet Karlaya Hatharsa: 1977; 'Taal Martand'.

R2: James, Kippen and Bel, Andreine Bansuri, Volume13, 1999; Lucknow Kathak Dance.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire knowledge of the historical origins of Taal and gain an understanding of the broad scope of Tal in the context of Indian Music.	1,2,3,4,5,6,7,8,9,10
2	Develop the ability to distinguish between musical and non-musical sounds through comprehensive learning and practical exercises.	1,2,3,4,5,6,7,8,9,10
3	Develop a thorough knowledge regarding accompaniment with musical instruments and songs.	1,2,3,4,5,6,7,8,9,10
4	Acquire an understanding of Bandis, Jarab, Wajan, Lahara, and Latifa within the context of music.	1,2,3,4,5,6,7,8,9,10
5	Develop the psychological aspects of music, including the interaction between performers and listeners.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	INDIAN CLASSICAL DANCE (BHARATNATYAM) THEORY								
Course code	22BAPB313R	Total credits:02	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. To learn about the concept of padham thilana and varnam. 2. Study that three features of sangeeta 3. Get knowledge about the information available in literature								
CO1	Get knowledge about traditional items.								
CO2	Get knowledge about concept of padam thillana and varnam.								
CO3	Familiar with the dance form performed during Shilapadhikaram.								
CO4	Identify the similarities and differences between dance items.								
CO5	Get knowledge about comparative study of some item used in Bharatnatyam.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	The objectives and order of items in additional dance program	6	Learning about the objectives and the items for bharatnatyam				1,2		
II	Concept and Raga of Padamand Thillana	6	Learning the concept and raga of padham using bharatnatyam				1,2		
III	Concept and Raga of Varnam	6	Learning the concept of varnam				1,2		
IV	Dance references mentioned in arrange truckadhai of Silappadhikaram, Natyasastra, Abhinaya darpanam	6	Learning about the natyasastra and abhinaya Darpanam				1,2		
V	Comparative study of Jathiswaram, Swarajathi-Tanavarnam, Padhavaranam-Geyanatakam, Natynatakam	6	Know about jathiswaram padhavaranam nayanatakam				1,2		

REFERENCE BOOKS:

- R1: Prajnanananda, *Music of the South-Asian Peoples*, Ramakrishna Vedanta Math, Culcatta, 1979
R2: Raghuraman.S, *History of Tamizh's Dance*, Nandini Pathipagam, Chennai, 2007
R3: Rina Singha, Reginald Massey, *Indian Dances-Their History and Growth*, Faber, 1967
R4: Mrinalini Sarabai, *Understanding Bharathanatyam*, a Darpana Publication,
R5: Ramachandrasekhar.P, *Dance Gestures*, Giri Trading Agency pvt ltd, Chennai, 2007
R5: Sudha Rani Raghupathy, *Laghu Bharatham*, Shree Bharathalaya, Chennai, 1995

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Get knowledge about traditional items.	1,2,3,4,5,6,7,8,9,10
2	Get knowledge about concept of padam thillana and varnam.	1,2,3,4,5,6,7,8,9,10
3	Familiar with the dance form performed during Shilapadhikaram.	1,2,3,4,5,6,7,8,9,10
4	Identify the similarities and differences between dance items.	1,2,3,4,5,6,7,8,9,10
5	Get knowledge about comparative study of some item used in Bharatnatyam.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	DEVOTIONAL SONGS OF ASSAM								
Course code	22BAPV314P	Total credits:03 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. To Perform Borgeet in various Ragas, Guru Bhatima, Deva Bhatima, Mukti-mangala Bhatima. 2. To Perform ojalali with Ragas and Ability to sing Aai naam, Gokhani Naam. 3. To Perform Dihanaam, Nagara naam, Tokari geet.								
CO1	Acquire proficiency to perform Borgeet in various ragas such as Akhowari, Dhanashree, Shyam and Kedar.								
CO2	Acquire proficiency to perform Sri Sri Madhadeva's devotional music Guru Bhatima, Deva Bhatima and Mukti Mangal Bhatima.								
CO3	Demonstrate proficiency to perform Ojalali of with hand gestures and body movement.								
CO4	Develop proper singing style to perform devotional music such as Aainam, Gokhani naam, prarthona and Ghosha.								
CO5	Learn the performance style of devotional music forms such as Dihanaam, Nagara naam and Tokari Geet.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	PerformBorgeet invariousragas - RaagAkhawari - RaagDhanashree - RaagSyam - RaagKedar	15	Learning to perform Borgeet.					1,2	
II	PerformMahapurukh Sri Sri Madhavdev''s -GuruBhatima -DevaBhatima, -Mukti-mangala Bhatima.	9	Learning to perform bhatima's of Mahapurukh Madhavdeva					1,2	
III	Perform Ojalaliin Various raagwith handgesturesand Bodymovement.	12	Learning different gestures of ojalali.					1,2	
IV	Abilityto sing -Aainaam -GokhaniNaam -Parthana -Ghosha	12	Learning the aai naam, gokhani naam.					1,2	
V	Perform -Dihanaam -Nagaranaam -Tokarigeet	12	Learning the performance style of dihanaam nagara naam, Tokari geet.					1,2	

REFERENCE BOOKS:

R1: Boruah Sudarshana,2017, Ojalali.

R2: Baruah Rukheshwar; Sangeet Jyoti Visharad

R3: Neog Maheswar, Publication Board,1973, Sattriya Dances of Assam and their Rhythm

OTHER LEARNING RESOURCES:

1.<https://youtu.be/VmJiYkTAeog>

2.https://youtu.be/1dB4l_wL_5A

3. <https://youtu.be/MBhIPi2eEG0>

4. <https://youtu.be/wV6K0jdB5vA>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire proficiency to perform Borgeet in various raga such as Akhowari, Dhanashree, Shyam and Kedar.	1,2,3,4,5,6,7,8,9,10
2	Acquire proficiency to perform Sri Sri Madhadeva's devotional music Guru Bhatima, Deva Bhatima and Mukti Mangal Bhatima.	1,2,3,4,5,6,7,8,9,10
3	Demonstrate proficiency to perform Ojapali of with hand gestures and body movement.	1,2,3,4,5,6,7,8,9,10
4	Develop proper singing style to perform devotional music such as Aainam, Gokhani naam, prarthona and Ghosha.	1,2,3,4,5,6,7,8,9,10
5	Learn the performance style of devotional music forms such as Dihanaam, Nagara naam and Tokari Geet.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	MEDIA ACTING PRACTICAL								
Course code	22BAPT314R	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 90	0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ v semester of third year of the programme								
Course Objectives	1. To know about how to act for flim. 2. To gain knowledge about Television Acting. 3. To learn about the Stage Acting.								
CO1	Analyze the techniques of Film Acting to evaluate its methods and impact on cinematic storytelling .								
CO2	Evaluate Television Acting in conveying characters through the medium of television.								
CO3	Analyze Stage Acting and its techniques and effectiveness in live theatrical performance.								
CO4	Evaluate Radio Acting to assess its techniques and effectiveness in conveying characters through the medium of radio.								
CO5	Analyze Camera Acting to evaluate effectiveness in conveying characters through the medium of film or television.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	FilmActing	18	Be knowledge about film Acting.				1,2		
II	TelevisionActing	18	Get knowledge about Television Acting.				1,2		
III	StageActing	18	Gain knowledge about Stage Acting.				1,2		
IV	RadioActing	18	Gain knowledge about Radio Acting				1,2		
V	CameraActing	18	Learn about Camera Acting				1,2		

REFERENCE BOOKS:

- R1: Ahuja Chaman, 2012, Contemporary theatre of India-an overview
R2: Chaturvedi Ravi, Contemporary Indian Theatre

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Able to explain the fundamentals and advances of cytology including structure and functions of cell and cell organelles.	1,3 & 4
2	Able to explain the cell cycle and cell division.	1,2
3	Learn and develop skills for operating microscope, preparing slides by various staining techniques	7,9,10
4	Apply knowledge of cellular processes to explain how cells operate and interact within living organisms.	5,7
5	Demonstrate a comprehensive understanding of cell structure and function.	5,8

SEMESTER –V									
Course Title	INDIAN CLASSICAL INSTRUMENTAL MUSIC ACCOMPANIMENT WITH KATHAK DANCE. [TABLA] (PRACTICAL)								
Course code	22BAPI314P	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 90P	0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Ability to play Teental with Kathak Dance. 2. Ability to play Jhaptal with Kathak Dance. 3. Ability to play Dhammer Tal with Kathak Dance.								
CO1	Develop proficiency in playing bols for effective accompaniment in Kathak dance within the Teental framework.								
CO2	Acquire proficiency in playing bols for effective accompaniment in Kathak dance within the Jhaptal framework.								
CO3	Develop proficiency in playing bols for effective accompaniment in Kathak dance within the Dhammer framework.								
CO4	Acquire a thorough knowledge of different types of Paltas, gat, TukraTihai and Chakradar.								
CO5	Demonstrating the ability to play the bols with the Kathak dance form.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Tabla accompaniment with Kathak dance. Teental: Thaat, Amad, Tukra, Paran, Parmaloo and Tihai.	18	Acquire the knowledge of accompaniment with Kathak dance.					1,2	
II	Tabla accompaniment with Kathak dance. Jhaptal: Thaat, Amad, Tukra, Paran, Parmaloo and Tihai.	18	Learning about Accompaniment by playing with the composition.					1,2	
III	Tabla accompaniment with Kathak dance. Dhamartal: Thaat, Amad, Tukra, Paran, Parmaloo and Tihai.	18	Acquire the knowledge of accompaniment with Kathak dance.					1,2	
IV	Tabla accompaniment with Kathak dance. Choutal: Thaat, Amad, Tukra, Paran, Parmaloo and Tihai.	18	Will gain knowledge to play the Choutal with Kathak Dance.					1,2	
V	Different types of Composition.	18	learning to play Palta, Gat, Tukra, Chakradar,					1,2	

REFERENCE BOOKS:

- R1: Walker E. Margaret; first published by Ashgate Publishing; India's Kathak Dance in Historical Perspective.
R3: Massey Reginald; Publishers Abhinav Publications E37, Hauz Khans New Delhi 110016; India's Kathak Dance Past Present Future.
R4: James, Kippen and Bel, Andreine Bansuri, Volume13, 1999; Lucknow Kathak Dance.

OTHER LEARNING RESOURCES:

<https://youtu.be/UYT-IHNg9AM>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop proficiency in playing bols for effective accompaniment in Kathak dance within the Teental framework.	1,2,3,4,5,6,7,8,9,10
2	Acquire proficiency in playing bols for effective accompaniment in Kathak dance within the Jhaptal framework.	1,2,3,4,5,6,7,8,9,10
3	Develop proficiency in playing bols for effective accompaniment in Kathak dance within the Dhammer framework.	1,2,3,4,5,6,7,8,9,10
4	Acquire a thorough knowledge of different types of Paltas, gat, TukraTihai and Chakradar.	1,2,3,4,5,6,7,8,9,10
5	Demonstrating the ability to play the bols with the Kathak dance form.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	FOLK MUSIC AND FOLK ART OF TAMILNADU								
Course code	22BAPB314P	Total credits:03 Total hours: 90P	L	T	P	S	R	O/F	C
			0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Perform Kummi a group dance performed by clapping hands. 2. Learn kolattam a stick dance. 3. No the acrobatic steps of snake dance.								
CO1	Do different types of folk dances.								
CO2	Get familiar with many various foot movements								
CO3	Improve their creative skills								
CO4	Gain knowledge about the costumes musical instruments and makeup used for the folk dances								
CO5	Understand the different types of rhythm								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Kummi	18	Learning about kummi dance of Tamil Nadu					1,2	
II	Kollattam	18	Learning about kollattam dance of Tamil Nadu					1,2	
III	SnakeDance	18	Learning about snake dance of Tamil Nadu					1,2	
IV	OyilKummi	18	Learning about the oyil kummi dance of Tamil Nadu					1,2	
V	Mayilattam	18	Learning about the Maya Tam dance of Tamil Nadu					1,2	

REFERENCE BOOKS:

- R1: Prajnanananda, *Music of the South-Asian Peoples*, RamakrishnaVedantaMath, Culcatta, 1979
R2: Raghuraman.S, *History of Tamizh's Dance*, Nandini Pathipagam, Chennai, 2007
R3: Rina Singha, Reginald Massey, *Indian Dances-Their History and Growth*, Faber, 1967
R4: Mrinalini Sarabai, *Understanding Bharathanatyam*, A Darpana Publication,
R5: Ramachandrasekhar.P, *Dance Gestures*, Giri Trading Agency pvt ltd, Chennai, 2007
R6: Sudha Rani Raghupathy, *Laghu Bharatham*, Shree Bharathalaya, Chennai, 1995

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Do different types of folk dances.	1,2,3,4,5,6,7,8,9,10
2	Get familiar with many various foot movements	1,2,3,4,5,6,7,8,9,10
3	Improve their creative skills	1,2,3,4,5,6,7,8,9,10
4	Gain knowledge about the costumes musical instruments and makeup used for the folk dances	1,2,3,4,5,6,7,8,9,10
5	Understand the different types of rhythm	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	INDIAN CLASSICAL MUSIC PRACTICAL III								
Course code	22BAPI315P	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 90P	0	0	6	4	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Learn the chota khayal of raga todi, Multani, mia malhar 2. Learn semi classical variations of Thumri and Dadra. 3. Learn the talas with hand movements and tali khali.								
CO1	Acquire proficiency to sing Chota khayal of the ragas Todi, Multani, Miyamalhar and Maru Bihag.								
CO2	Demonstrate an understanding to perform semi classical music forms like Thumri and Dadra.								
CO3	Acquire proficiency to recite the Talas namely Tilwada, Jhoomra, Sultala, Chowtala in Chargin layakari showing Tali Khali.								
CO4	Develop proficiency to perform Bada Khayal in ragas Alhaiyaa Bilawal, Tilak Kamod and Jounpuri.								
CO5	Develop playing skill and tuning techniques of Tanpura.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Performance of the following raga (ChotaKhayal) -Todi -Multani -Marobihag -MiaMalhar	18	Learn to sing drut khayal				1,2		
II	Performance of a Thumri and a Dadra	18	Learning thumri and dadra.				1,2		
III	Ability to recite the following talas with Tali and Khali in chargin	18	Learn about the recitation of taals of Indian music				1,2		
IV	-Tiwara -Jhumra -Sultala -Chowtaal		Learning bada kheyal of prescribed ragas.				1,2		
V	Performance of the following Raga (BadaKhayal) -Alhaya Bilawal -Tilak Kamod -Jounpuri	18	Develop their playing skills of tanpura				1,2		

REFERENCE BOOKS:

- R1: Chandra Satish; Sangeet Shree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
R3: Subramaniam L, Subramaniam Vaji, Classical Music of India
R4: Baruah Rukheshwar; Sangeet Jyoti Visharad
R5: Borthakur Ranjan Dilip, Borthakur Nilima; Bharatiya Sangeet Sadhak
R5: Garg Narayan Lakhi, Bharatk Sangeetkar Indian Musicians
R6: Bhat Thatte Jayashree; Hindustani Vocal Music

OTHER LEARNING RESOURCES:

1. <https://youtu.be/d72LwhcWEO4>
2. <https://youtu.be/mGTovfys088>
3. https://youtu.be/6_Z8XAJG9iM

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire proficiency to sing Chota khayal of the ragas Todi, Multani, Miyamalhar and Maru Bihag.	1,2,3,4,5,6,7,8,9,10
2	Demonstrate an understanding to perform semi classical music forms like Thumri and Dadra.	1,2,3,4,5,6,7,8,9,10
3	Acquire proficiency to recite the Talas namely Tilwada, Jhoomra, Sultala, Chowtala in Chargin layakari showing Tali Khali.	1,2,3,4,5,6,7,8,9,10
4	Develop proficiency to perform Bada Khayal in ragas Alhaiyaa Bilawal, Tilak Kamod and Jounpuri.	1,2,3,4,5,6,7,8,9,10
5	Develop playing skill and tuning techniques of Tanpura.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	FOLK THEATRE OF ASSAM PRACTICAL								
Course code	22BAPT315P	Total credits:03 Total hours: 90P	L	T	P	S	R	O/F	C
			0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. To get knowledge about folk theatre of Assam. 2. Get knowledge about the different types of folk theatre of Assam like Putalanach, Ojhapali, Dhuulia Bhawona, Khulia Bhawona etc. 3. To know about Ankiya Bhaona.								
CO1	Develop knowledge about folk theatre of Assam.								
CO2	Acquire knowledge about Different types of folk theatre of Assam.								
CO3	Examine the historical background of Ankiya Bhaona.								
CO4	Acquire knowledge about the difference of folk theatre and traditional theatre.								
CO5	Demonstrate an understanding of vibrant folk theatre of East and North-east India such as Jatra, Ankiya Naat.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Perform Ankiya Bhaona	18	Gain knowledge about folk theatre of Assam.					1,2	
II	Perform different types of folk theatre of Assam. i. Ojapali. ii. Putalanach. iii. Dhuliya Bhaona. iv. Khuliya Bhaona.	18	Learn different types of folk theatre of Assam					1,2	
III	Costume and make up s of assamese folk theatre	18	Learning custome and makeup					1,2	
IV	Hand gestures and basic footsteps of assamese folk theatre	18	Learning hand gesolk Theatre of Assam					1,2	
V	Perform different types of folk theatre of Assam. Dhuliya Bhaona, Khuliya Bhaona.	18	Learning dhuliya Khuliya Bhaona					1,2	

REFERENCE BOOKS:

R1: Asomar Loka Nat -Dr. Nabin Ch. Sharma.

R2: Sanskrit Natya Sahitya- Kamakhya Charan Bhagawati

R3: Indian Method of Acting -Prashana, NSD Publication.

R4: *Bharataruttar purvanch arpar ibeshya kala* By Dr. Nabin Ch Sharma; Publisher- BANALATAPrakashan, 2009

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge about folk theatre of Assam.	1,2,3,4,5,6,7,8,9,10
2	Acquire knowledge about Different types of folk theatre of Assam.	1,2,3,4,5,6,7,8,9,10
3	Examine the historical background of Ankiya Bhaona.	1,2,3,4,5,6,7,8,9,10
4	Acquire knowledge about the difference of folk theatre and traditional theatre.	1,2,3,4,5,6,7,8,9,10
5	Demonstrate an understanding of vibrant folk theatre of East and North-east India such as Jatra, Ankiya Naat.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	INDIAN INSTRUMENTAL PERCUSSION MUSIC, [TABLA] (PRACTICAL) II								
Course code	22BAPI315P	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 90P	0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. To get ability to play different types of lather instruments. 2. To get the ability to play different Layakarries. 3. To gain knowledge of figure techniques and sound production								
CO1	Acquire proficiency in playing various types of leather instruments through comprehensive learning and practical application.								
CO2	Acquire proficiency to play the Tals in different Layakarries.								
CO3	Develop an understanding of how to produce a proper musical sound from the Percussion instruments.								
CO4	Develop proficiency in both common and less common Talas.								
CO5	Showcase to play Tabla Solo on choice Tal for 15 minutes								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	The basic idea to play different types of Percussion instruments. 1. Pakhawaj 2. Khol 3. Dholak 4. Khanjira 5. Dagar.	18	Students will learn the playing method of different types of leather instruments					1,2	
II	Ability to play different layakarries. Roopk, Arachoutal, Jattal, Gajajampa Tal, Dhamartal.	18	Learn to play the Tals in different Layakarries.					1,2	
III	Ability to produce a musical sound. 1. Hastha Sadhan. 2. Nikash. 3. Jarab. 4. Soor.	18	Students will learn how to produce a proper musical sound from the Percussion instruments.					1,2	
IV	Ability to play Less common Tals only theka with showing on by hand clapping With adi Laya, digun, tingun, and Chougun. Pancham Sawari, Shankartal, Maheshtal, Mattatal.	18	Students will learn Tali-Khali on Less-Common Tal.					1,2	
V	Solo Performance on Choicetal. (15minutes)	18	learning how to perform a solo Tabla performance on stage (stage performance)					1,2	

REFERENCE BOOKS:

- R1: Barthakur Ranjan Dilip; Mittali Publication, 2003; the Music and Musical Instruments of North Eastern India.
R2: Sexena Kumar Sudhir; Sangeet Natak Akademi, New Delhi, 1995; The Art of Tabla Rhythm.
R3: Bordoloi Paban; Publisher by Rajendra Mohan Sarma, Chndra Prakash Guwahati 1, 2014; A, B, C of Tabla Playing.
The A, B, C of Tabla Playing

OTHER LEARNING RESOURCES:

1. https://youtu.be/hYE4sS_NrpU
2. <https://youtu.be/XPgXs0w3ANs>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire proficiency in playing various types of leather instruments through comprehensive learning and practical application.	1,2,3,4,5,6,7,8,9,10
2	Acquire proficiency to play the Tals in different Layakaries.	1,2,3,4,5,6,7,8,9,10
3	Develop an understanding of how to produce a proper musical sound from the Percussion instruments.	1,2,3,4,5,6,7,8,9,10
4	Develop proficiency in both common and less common Talas.	1,2,3,4,5,6,7,8,9,10
5	Showcase to play Tabla Solo on choice Tal for 15 minutes	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	INDIAN CLASSICAL DANCE(BHARATNATYAM)PRACTICAL								
Course code	22BAPB315P	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 90P	0	0	6	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1.Know alaripu in chatruswaram 2. Study different types of bhavas 3.Learn jatis, swaras and sahityas of padavarnam								
CO1	Perform traditional items of Bharatnatyam.								
CO2	Familiar with nayaka and nayika bhavas.								
CO3	Improve their creative skills.								
CO4	Learn to do nattubhangam.								
CO5	Learn about the bhavas used in Bharatnatyam.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Alaripu-Chatuswaram	18	Perform traditional items of Bharatnatyam.				1,2		
II	Padam-1	18	Familiar with nayaka and nayika bhavas.				1,2		
III	Thillana-1	18	Improve their creative skills.				1,2		
IV	Varnam-1	18	Learn to do nattubhangam.				1,2		
V	Develop concept on playing Nattuvangam	18	Learn about the bhavas used in Bharatnatyam				1,2		

REFERENCE BOOKS:

- R1: Prajnanananda, *Music of the South– Asian Peoples*, Ramakrishna Vedanta Math, Culcatta, 1979
R2: Raghuraman.S, *History of Tamizh's Dance*, Nandini Pathipagam, Chennai, 2007
R3: Rina Singha, Reginald Massey, *Indian Dances-Their History and Growth*, Faber, 1967
R4: Mrinalini Sarabai, *Understanding Bharathanatyam*, A Darpana Publication,
R5: Ramachandra sekhar. P, *Dance Gestures*, Giri Trading Agency pvt ltd, Chennai, 2007
R6: Sudha Rani Raghupathy, *Laghu Bharatham*, Shree Bharathalaya, Chennai, 1995

OTHER LEARNING RESOURCES:

1. <https://youtu.be/JWhA3ldZcyY?si=csXZYDoKYMSvRYYE>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Perform traditional items of Bharatnatyam.	1,2,3,4,5,6,7,8,9,10
2	Familiar with nayaka and nayika bhavas.	1,2,3,4,5,6,7,8,9,10
3	Improve their creative skills.	1,2,3,4,5,6,7,8,9,10
4	Learn to do nattubhangam.	1,2,3,4,5,6,7,8,9,10
5	Learn about the bhavas used in Bharatnatyam.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	EVOLUTIONS OF AVANADHA VADYA.								
Course code	22BAPA316R	Total credits:02 Total hours: 30T	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. To initiate his/her training on a basic percussion instrument. 2. To teach several Percussion Instruments of India to explore the multi-faceted personality of Instruments. 3. Skills of performance may develop through personal practice and professional engagements.								
CO1	Understand the fundamentals of various systems used to classify musical instruments.								
CO2	Acquire proficiency in in-depth visual descriptions of Tabla and Pakhawaj.								
CO3	Acquire proficiency in in-depth visual descriptions of Tabla and Pakhawaj.								
CO4	Develop into a comprehensive study of the Taal-lipi system								
CO5	Develop an understanding of the tals that are used to accompany vocal music.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Brief History of Indian Music in Ancient Period (upto13th Century)	6	Learning about the History of Ancient period Music.					1,2	
II	Classification of the Musical Instrument	6	Learning Musical Instrument Classification.					1,2	
III	Apictorial description of Tabla & Pakhawaj.	6	Getting to know Tabla and Pakhawaj with a visual description					1,2	
IV	Brief History of Indian Music in the Medieval Period. (14 th to 18 th Century)	6	Learning the brief history of medieval Indian music					1,2	
V	Knowledge of tuning the instruments.	6	Understanding to learn the accompaniment tals					1,2	

REFERENCE BOOKS:

R1: RowellLewis; Library of Congress Cataloging-in-Publication Data; Music and Musical Thought in Early India.

R2: Mistri E. Abana; Pt. Keki S. Jijina publisher1999; Pakhawaj andTabla.

R3: Prajanananda; Calcutta: RamakrishnaVedanta Math,1963; A History of Indian Music.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/j655ZPvKERk?si=0N2CQGfKTdJv2fYT>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the fundamentals of various systems used to classify musical instruments.	1,2,3,4,5,6,7,8,9,10
2	Acquire proficiency in in-depth visual descriptions of Tabla and Pakhawaj.	1,2,3,4,5,6,7,8,9,10
3	Acquire proficiency in in-depth visual descriptions of Tabla and Pakhawaj.	1,2,3,4,5,6,7,8,9,10
4	Develop into a comprehensive study of the Taal-lipi system	1,2,3,4,5,6,7,8,9,10
5	Develop an understanding of the tals that are used to accompany vocal music.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	INDIAN TAL NOTATION SYSTEM.								
Course code	22BAPA316R	Total credits:02	L	T	P	S	R	O/F	C
		Total hours: 30	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Students will learn about the historical development of the prescribed talas throughout the medieval period. 2. Skills of performance may develop through personal practice and professional engagements. 3. Students will learn how to write in the Tal notation system								
CO1	Acquire proficiency in the historical development of the prescribed talas throughout the medieval period.								
CO2	Skills of performance may develop through personal practice and professional engagements.								
CO3	Develop proficiency in playing thekas for common talas, focusing on rhythmic patterns and variations.								
CO4	Develop the foundational principles and techniques of accompanying various musical styles.								
CO5	Understand the fundamentals of both the Indian and South Indian Tal notation systems.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Definition of tal?	6	Learning about Hindustani Tal.				1,2		
II	Describe the Vedic Tala.	6	gaining knowledge of the Vedic Tala				1,2		
III	Knowledge of notation of the prescribed Talas in Thah, Dugun, Tingun, & hougunlaya	6	Learning the Indian tal notation system of writing.				1,2		
IV	Detailed comparative Knowledge of the prescribed Talas, and ability to write Notation in advance Layakaries. (Aar, Kuad, Biad) Teenta, Ektal, Choutal, Dhammer.	6	Learn about the recommended tals and writing style.				1,2		
V	Reciting the following Talas in Thah-Laya & Chougun Laya:m Teental, Ektal, Jhaptal, Dadra, and Kaharwa.	6	Learning to recite the Tals.				1,2		

REFERENCE BOOKS:

- R1: Vashishtha Satyanarayan; Sangita Karlaya Hatharasa publisher, 1977, Taal Martand.
R2: Randas; Publisher by Dwarka Prasad, 1980; Tabla Tal Sangraha.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/4msjtMLm3Sw>
2. <https://youtu.be/9qwfHPLFzIQ>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire proficiency in the historical development of the prescribed talas throughout the medieval period.	1,2,3,4,5,6,7,8,9,10
2	Skills of performance may develop through personal practice and professional engagements.	1,2,3,4,5,6,7,8,9,10
3	Develop proficiency in playing thekas for common talas, focusing on rhythmic patterns and variations.	1,2,3,4,5,6,7,8,9,10
4	Develop the foundational principles and techniques of accompanying various musical styles.	1,2,3,4,5,6,7,8,9,10
5	Understand the fundamentals of both the Indian and South Indian Tal notation systems.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	DRAMATIC TRADITION OF ASSAM								
Course code	22BAPA316R	Total credits:02 Total hours: 30	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. Enable students to understand the Dramatic tradition of Ancient Assam. 2.To make the students understands Assamese dramatic tradition in medieval period with special references to Ankia Nat.								
CO1	Analyze the Dramatic Tradition of Ancient Assam to evaluate its historical roots, cultural context, and artistic innovations.								
CO2	Evaluate the Assamese Dramatic Tradition in the Medieval Period with special reference to Ankia Nat Bhaona.								
CO3	Analyze Modern Assamese Amateur Theatre to assess their artistic innovations and cultural impact.								
CO4	Analyze the History and Classification of Modern Assamese Drama within the context of Assamese literature and theatre tradition.								
CO5	Examine Assamese Mobile Theatre to analyze its structure, themes, and societal impact within the realm of Assamese performing arts.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Dramatic tradition of ancient Assam	6	Be knowledgeable about Assamese Dramatic Tradition				1,2		
II	Assamese Dramatic Tradition in Medieval Period with special reference to Ankia nat Bhaona	6	Get knowledgeable about Medieval period of Assamese Theatre				1,2		
III	History and Classification of Modern Assamese Drama	6	Gain knowledge about History of Assamese drama				1,2		
IV	Modern Assamese Amateur Theatre	6	Learn about Assamese Amateur Theatre				1,2		
V	Assamese Mobile Theatre	6	Learn about Assamese Mobile Theatre				1,2		

REFERENCE BOOKS:

- R1: The Bedford Introduction to Drama, Lee D. Jacobus
- R2: The Greek Playwright, Clem Martini
- R3: Aristotle's Theory of Poetry and Fine Arts, S.H. Butcher
- R4: Gain knowledge about Epic Theatre
- R5: Building a character, Stanis

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze the Dramatic Tradition of Ancient Assam to evaluate its historical roots, cultural context, and artistic innovations.	1,2,3,4,5,6,7,8,9,10
2	Evaluate the Assamese Dramatic Tradition in the Medieval Period with special reference to Ankia Nat Bhaona.	1,2,3,4,5,6,7,8,9,10
3	Analyze Modern Assamese Amateur Theatre to assess their artistic innovations and cultural impact.	1,2,3,4,5,6,7,8,9,10
4	nalyze the History and Classification of Modern Assamese Drama within the context of Assamese literature and theatre tradition.	1,2,3,4,5,6,7,8,9,10
5	Examine Assamese Mobile Theatre to analyze its structure, themes, and societal impact within the realm of Assamese performing arts.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	TECHNO PROFESSIONAL SKILL-IV.								
Course code	22BAPA317R	Total credits:02	L	T	P	S	R	O/F	C
		Total hours:30	0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. To provide information on the importance of Public Speaking 2. To provide an application process for public speaking tools 3. To impart knowledge on techniques of Public Speaking.								
CO1	Understand the basic concepts and application of public speaking								
CO2	Understand the diverse possibilities of public speaking								
CO3	Gather knowledge to apply the public speaking tools in different opportunities.								
CO4	Use of application of various tools and techniques in the fields of public speaking								
CO5	Use of application of various tools and techniques in the fields of public speaking.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Basic understanding of Public Speaking	6	Learning about the basics of Art				1,2		
II	Voice Modulation	6	Learn about the Voice Modulations				1,2		
III	Stage Appearance	6	Understanding the various concepts of Dance				1,2		
IV	Content Generation	6	Basics of content generation for public speaking				1,2		
V	Applied Public Speaking	6	Learning the possibilities of public speaking on different occasions.				1,2		

REFERENCE BOOKS:

- R1: Recording Secrets for the Small Studio" by Mike Senio - Publication: Focal Press (2011) - ISBN: 978-0-240-52169-1.
- R2: "The Recording Engineer's Handbook" by Bobby Owsinski- Publication: Course Technology PTR (2017)- ISBN: 978-1-312-80952-1.
- R3: "Home Recording for Beginners: A Step-by-Step Guide to Recording, Editing, and Mixing Music" by David Miles Huber - Publication: Focal Press (2018) - ISBN: 978-0-240-52170-7.
- R4: "Digital Photography for Dummies" by Julie Adair King- Publication: Wiley (2020)- ISBN: 978-1119608354 "Video Production Handbook" by Gerald Millerson- Publication: Focal Press (2017)- ISBN: 978-1138949134.
- R5: "Video Production Handbook" by Gerald Millerson- Publication: Focal Press (2017)- ISBN: 978-1138949134.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understandthebasicconceptsandapplicationof publicspeaking	1,2,3,4,5,6,7,8,9,10
2	Understandthe diversepossibilitiesofpublicspeaking	1,2,3,4,5,6,7,8,9,10
3	Gatherknowledgetoapply thepublicspeakingtools indifferent opportunities.	1,2,3,4,5,6,7,8,9,10
4	Useof application ofvarious tools andtechniques in thefieldsof publicspeaking	1,2,3,4,5,6,7,8,9,10
5	Understandthebasicconceptsandapplicationof publicspeaking	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	GENDER SENSITIZATION								
Course code	22BAPA318R	Total credits:02 Total hours: 30	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ I semester of third year of the programme								
Course Objectives	1. To develop students' sensibility with regard to issues of gender in contemporary India. 2. To provide a critical perspective on the socialization of men and women. 3. To introduce students to information about some key biological aspects of genders.								
CO1	Students will have developed a better understanding of important issues related to gender in contemporary India.								
CO2	Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender.								
CO3	Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.								
CO4	Students will acquire insight into the gendered division of labour and its relation to politics and economics.								
CO5	Men and women students and professionals will be better equipped to work and live together are equals.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Understanding Gender Introduction: Conceptualization Gender Definition of Gender, Basic Gender Concepts and Terminology. Exploring Attitudes towards Gender Construction of Gender- Socialization: Making Women, Making Men, Preparing for Womanhood. Growing up Male.	12	Aware about the basic concepts in gender studies				1,2		
II	Gender Roles and Relations Struggles with Discrimination, Gender Roles and Relations, Types of Gender Roles, Gender Spectrum: Beyond the	12	This unit will enlighten the students on gender roles and discrimination related to gender				1,2		
III	Gender and Labour Division and Valuation of Labour Housework: The Invisible Labor- "My Mother doesn't Work." "Share the Load." Work: Its Politics and Economics Fact And Fiction. Unrecognized and Unaccounted work. Gender Development Issues- Gender, Sustainable Development, Gender and Human Rights	12	Students will understand the gender wise division of labour in the society and how development of society is related to the development of all the genders				1,2		
IV	Gender- Based Violence The Concept of Violence, Types Gender- based Violence, Gender-based Violence from a Human Rights Perspective, Sexual Harassment workplace, Coping with Everyday Harassment- Further Reading: "Chupulu". Domestic Violence: Speaking Out Is Home a Safe Place? - When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim- "I Fought for my Life..."	12	Students will analyse the gender-based violence in different social setting				1,2		

V	Gender and Culture Just Relationships: Being Together as Equals Mary Kom and Onler Kom. Love and Acid just don't mix. Love Letters. Mothers and Fathers. Rosa Parks The Brave Heart	12	Students will learn the relationship between Gender and Culture, and how culture impacts the gender	1,2
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TEXT BOOKS:

T1: Delamont Sara. (2003). Feminist Sociology. London: Sage Publications. Delhi: Sage Publications

T2: Hesse-Biber, Nagy Sharelene (2007). Handbook of Feminist Research: Theory and Praxis. New

T3: Madhu Kumari (2011) Women Empowerment and Social Change, Random Publications: New Delhi.

REFERENCE BOOKS:

R1: Bhugubanda, U.M. (2022). A World of Equals: A Text book on Gender. Edited by Susie Tharu, A. Suneetha and Uma Maheswari Bhugubanda. Orient Blackswan.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have developed a better understanding of important issues related to gender in contemporary India.	1,2,3,4,5,6,7,8,9,10
2	Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender.	1,2,3,4,5,6,7,8,9,10
3	Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.	1,2,3,4,5,6,7,8,9,10
4	Students will acquire insight into the gendered division of labour and its relation to politics and economics.	1,2,3,4,5,6,7,8,9,10
5	Men and women students and professionals will be better equipped to work and live together as equals.	1,2,3,4,5,6,7,8,9,10

SEMESTER –V									
Course Title	MOOCSIV								
Course code	22BACE311R	Total credits:02 Total hours: 60	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ V semester of third year of the programme								
Course Objectives	1. To enhance the students acquainted with the classroom learning activities. 2. To enhance the students' abilities with revision work. 3. To expand the knowledge and skills of the students with day with classroom activities.								
CO1	Analyze the relevance of course offerings from international universities on the Coursera platform to enhance learning outcomes.								
CO2	Evaluate assignment and quiz submissions to demonstrate understanding and mastery of course content.								
CO3	Synthesize knowledge acquired from multiple courses on the Coursera platform to address complex challenges and real-world problems.								
CO4	Apply acquired skills and knowledge from MOOCs CE I courses to enhance personal and professional development.								
CO5	Evaluate and apply concepts learned from courses offered by international universities on the Coursera platform to enhance critical thinking and problem-solving abilities.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Connected Leadership <ul style="list-style-type: none"> • Definition and importance of connected leadership. • Key principles and characteristics of connected leaders. 	12	Students will be able to define connected leadership and explain its importance, as well as identify and describe key principles and characteristics of effective connected leaders.					1,2	
II	Communication and Collaboration <ul style="list-style-type: none"> • Effective communication strategies for leaders. • Building and maintaining collaborative teams. 	12	Students will demonstrate the ability to implement effective communication strategies and build and maintain collaborative teams, fostering a productive and cohesive work environment.					1,2	
III	Leveraging Technology for Leadership <ul style="list-style-type: none"> • Integrating digital tools in leadership practices. • Using social media and other platforms for leadership communication. • Managing remote teams and virtual collaborations. 	12	Students will be able to integrate digital tools into their leadership practices, utilize social media and other platforms for leadership communication, and manage remote teams and virtual collaborations effectively.					1,2	
IV	Ethical and Inclusive Leadership <ul style="list-style-type: none"> • Principles of ethical leadership. • Promoting diversity and inclusion within teams. 	12	Students will apply principles of ethical leadership to their practices, promote diversity and inclusion within teams, and address ethical dilemmas and conflicts in a leadership context.					1,2	
V	Continuous Learning and Adaptation <ul style="list-style-type: none"> • Importance of lifelong learning for leaders. • Adapting to change and leading through uncertainty. 	12	Students will recognize the importance of lifelong learning and demonstrate the ability to adapt to change and lead through uncertainty, continuously evolving their leadership skills and strategies.					1,2	

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze the relevance of course offerings from international universities on the Coursera platform to enhance learning outcomes.	1,2,3,5,6,7,8,9,10
2	Evaluate assignment and quiz submissions to demonstrate understanding and mastery of course content.	1,2,3,4,6,7,8,9,10
3	Synthesize knowledge acquired from multiple courses on the Coursera platform to address complex challenges and real-world problems.	1,2,3,4,5,6,7,8,9,10
4	Apply acquired skills and knowledge from MOOCs CE I courses to enhance personal and professional development.	1,2,3,4,5,6,7,9,10
5	Evaluate and apply concepts learned from courses offered by international universities on the Coursera platform to enhance critical thinking and problem-solving abilities.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	FOLK SONGS OF INDIA								
Course code	22BAPV321R	Total credits:04 Total hours: 60T	L	T	P	S	R	O/F	C
			4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1. To know the Indian folk music and its history. 2. Study about the Bhavageete, Naatupura Paadalgai, Kummi Paatu of India. 3. Study about the north Indian folk songs india- Maand, Mirja, Boliyaan, , Ghoomar								
CO1	Develop knowledge about Indian folk music its history regional variations.								
CO2	Acquire knowledge about the folks' songs of South india such as Bhavageeti, Naatupura, Paadalgai, Kummi Paatu.								
CO3	Develop understanding about the folk songs of North India- Maand, Mirja, Bliyaan, Ghoomar etc.								
CO4	Acquire knowledge about folk songs of West India- Lavani, Duha, Dadra etc.								
CO5	Demonstrate an understanding of folk songs of East and North-east India such as Baul, Nongthang, Kushan Geet, Oinitam, Zeliang etc.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Indian folk Music History Regional variations of Indian folk Music	12	Learning history of Indian folk music				1,2		
II	Folk songs of South India-Bhavageete, Naatupura Paadalgai, Kummi Paatu	12	Learning folk songs of south India and its performance background				1,2		
III	Folk songs of north india- Maand, Mirja, Boliyaan, , Ghoomar	12	Learning folk songs of north india				1,2		
IV	Folk songs of west india- Lavani, Duha, Dadra,	12	Learning theory about the folk songs of west india.				1,2		
V	Folk songs of East and north east India- Baul, NongthangLeima, Kushan geet, Oinitam, Zeliang	12	Learning north eastern folk songs.				1,2		

REFERENCE BOOKS:

R1: <https://www.culturalindia.net/indian-music/folk-music.html>

R2: <https://www.storypick.com/folk-music-of-india/>

R3: https://en.wikipedia.org/wiki/Indian_folk_music

R4: Sharma Nabin Ch, 2009, Banalata Prakashan, A handbook of folklore material of Northeast India
Sharma Nabin Ch.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/HWrVOxAdvdo>

2. <https://youtu.be/KJec8kBJqYk>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge about Indian folk music its history regional variations.	1,2,3,4,5,6,7,8,9,10
2	Acquire knowledge about the folks' songs of South india such as Bhavageeti, Naatupura, Paadalgal, Kummi Paatu.	1,2,3,4,5,6,7,8,9,10
3	Develop understanding about the folk songs of North India- Maand, Mirja, Bliyaan, Ghoomar etc.	1,2,3,4,5,6,7,8,9,10
4	Acquire knowledge about folk songs of West India- Lavani, Duha, Dadra etc.	1,2,3,4,5,6,7,8,9,10
5	Demonstrate an understanding of folk songs of East and North-east India such as Baul, Nongthang, Kushan Geet, Oinitam, Zeliang etc.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	INDIAN FOLK THEATRE								
Course code	22BAPT312R	Total credits:04 Total hours: 60T	L	T	P	S	R	O/F	C
			4	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1. To know the Indian Folk theatre and its history. 2. Study about Jatra, Nautanki, Yakshagana, Tamasha, and Ramleela 3. Study about costumes and makeup used in above folk theatre forms. 3. Difference between Indian folk theatre and Indian Classical theatre								
CO1	Analyze the distinctive elements and regional variations of Indian folk theatre.								
CO2	Compare the performance techniques of various Indian folk theatre traditions.								
CO3	Evaluate the role of Nautanki, Ramlila, and Swang in reflecting societal values and traditions.								
CO4	Compare the performance styles and thematic elements of different North Indian and south Indian Folk theatre								
CO5	Analyze themes, narratives, and social messages in folk theatre performances.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Indian folk theatre History and regional variations of Indian folk theatre	12	Be knowledgeable about the Western Theatre					1,2	
II	Importance of folk theatre in India.	12	Get knowledge about Greek playwrights					1,2	
III	Folk theatre of India–Jatra, Nautanki, Yakshagana, Ramleela	12	Gain knowledge about Poetics					1,2	
IV	Cotumes and folk theatre	12	Gain knowledge about Epic Theatre					1,2	
V	Folk theatre structure, Language, Performance style.	12	Learn about Stanislavsky, Grotowaski					1,2	

REFERENCE BOOKS:

- R1: The Greek Play wright, Clem Martini
 R2: Aristotle’s Theory of Poetry and Fine Arts, S.H. Butcher
 R3: Gain knowledge about EpicTheatre
 R4: Building acharacter, Stanislavsky

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze the distinctive elements and regional variations of Indian folk theatre.	1,2,3,4,5,6,7,8,9,10
2	Compare the performance techniques of various Indian folk theatre traditions.	1,2,3,4,5,6,7,8,9,10
3	Evaluate the role of Nautanki, Ramlila, and Swang in reflecting societal values and traditions.	1,2,3,4,5,6,7,8,9,10
4	Compare the performance styles and thematic elements of different North Indian and south Indian Folk theatre	1,2,3,4,5,6,7,8,9,10
5	Analyze themes, narratives, and social messages in folk theatre performances.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	INDIANFOLK PERCUSSIONINSTRUMENT								
Course code	22BAPI321R	Total credits:04 Total hours: 60T	L	T	P	S	R	O/F	C
			4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1.To impart Knowledge of North East Folk Songs. 2. To impart knowledge about the vocal forms and instruments in Folk Music in North East India. 3. To get knowledge about Indian Folk Percussion Instruments of a different state.								
CO1	Acquire a comprehensive understanding of the Folk Music Traditions prevalent in North East India.								
CO2	Develop knowledge regarding the nuances of vocal music forms and proficiency in playing various musical instruments.								
CO3	Acquire nuanced knowledge regarding folk instruments from diverse states.								
CO4	Develop the ability of theoretical knowledge concerning Indian Folk Woodwind Instruments.								
CO5	Acquisition of theoretical knowledge regarding Indian Folk String Instruments by students.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Definition of prescribed folk songs of North- East. Bihu, Goalporiya song, Bodo song, Ainam song, Biyanamsongetc.	12	Knowledge of various folk music genres.				1,2		
II	North-East IndianFolk Instruments	12	Get theoretical knowledge about Indian Folk Instruments.				1,2		
III	Different typesof FolkInstruments	12	Get theoretical knowledge about Indian Folk Instruments.				1,2		
IV	Different types of woodwind instruments	12	Get knowledge about woodwind instruments.				1,2		
V	Indian Folk string Instruments.	12	Get knowledge about Folk string instruments.				1,2		

REFERENCE BOOKS:

R1: Alka Pande; Ahmadabad Map i npublishing, 1999; Folk music and musical instruments of Punjab.

R2: Alexandr Buchner; [London]: octopusbooks, © 1971.

R3: Deva, B. Chaitanya; an Introduction of Indian Music1992.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire a comprehensive understanding of the Folk Music Traditions prevalent in North East India.	1,2,3,4,5,6,7,8,9,10
2	Develop knowledge regarding the nuances of vocal music forms and proficiency in playing various musical instruments.	1,2,3,4,5,6,7,8,9,10
3	Acquire nuanced knowledge regarding folk instruments from diverse states.	1,2,3,4,5,6,7,8,9,10
4	Develop the ability of theoretical knowledge concerning Indian Folk Woodwind Instruments.	1,2,3,4,5,6,7,8,9,10
5	Acquisition of theoretical knowledge regarding Indian Folk String Instruments by students.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	BRIEF IDEA OF INDIAN FOLK DANCES								
Course code	22BAPB321R	Total credits:04 Total hours: 60T	L	T	P	S	R	O/F	C
			4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1.To know about the folk dances of South India 2.To know about the folk dances of north India 3.To know about the folk dances of West India								
CO1	Analyze the folk dances of South India.								
CO2	Identify the folk dances of North India.								
CO3	Interpretthe folk dances of West India.								
CO4	Differentiatethe folk dances of Northeastern India.								
CO5	Recognize the folk dances of Central India.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Folk dances of South India- Kolattam, Butta Bommalu, Hulivesha, Pata Kunitha, Kaikottikali, Padayani, Garadi, Mayilattam,	12	Learn the folk dances of South India				1,2		
II	Folk dances of North India- Charba, Dumhal, Jhoomar, Bhangra/Giddha, Dadra	12	Know folk dances of north India				1,2		
III	Folk dances of West India- Rathwanig gher, tippani, garba, dandiya raas, Ghoomar or Gangore, Kalbelia Tera Tali, Fugdi	12	Learn the folk dances of West India				1,2		
IV	Folk dance of East and North East India- Biraha, Jat- Jatin, Jhumair, Paika, Chhau, Ghanta Mrudangam, Danda jatra, Cheraw, Singhi Chham, Rangma, Hojagiri, Garia, Meladom, Bihu, Bagurumba	12	Know the northeastern folk dances of India				1,2		
V	Folk dances of CentralIndia-Gaur Muria, Raut Nacha, Rai Nritya, Jawara, Matki,	12	Know about the folk dances of West India				1,2		

REFERENCE BOOKS:

R1: Lakshmi Viswanathan, *Bharathanatyam-The Tamil Heritage*, Dept. of Tourism, Govt.of. TamilNadu19910

R2: Sharmach Nabin, BANALATAPrakashan, 2009Bharataruttarpurvanchalarparibeshyakala

R3: Sharma Ch. Prabin, Sharma Ch. Nabin, BANALATA Prakashan, 2009 A hand book of folklore material of North east India

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze the folk dances of South India.	1,2,3,4,5,6,7,8,9,10
2	Identify the folk dances of North India.	1,2,3,4,5,6,7,8,9,10
3	Interpret the folk dances of West India.	1,2,3,4,5,6,7,8,9,10
4	Differentiate the folk dances of Northeastern India.	1,2,3,4,5,6,7,8,9,10
5	Recognize the folk dances of Central India.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	INDIAN CLASSICAL MUSIC THEORY								
Course code	22BAPV322R	Total credits:04 Total hours: 60	L	T	P	S	R	O/F	C
			4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1. To know about the South Indian classical music. 2. A detail study of carnataki tala system. 3. Know about the Guru shishya Parampara with ancient references.								
CO1	Demonstrate an understanding of Carnatic Classical Music, its origin and development								
CO2	Acquire knowledge about Carnataki tala system with its stokes and jatis.								
CO3	Develop a concept upon Guru Shishya Parampara and ancient Tol system of learning.								
CO4	Develop concept of the raagas namely Ahir Bhairav, Megh Mallar, Sudh Sarang and Darbari Kanhra								
CO5	Acquire detailed knowledge ancient booksof Indian music namely Natyashastra, Brihaddeshi and Sangit Ratnakar.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Carnataki Classical Music Origin History	12	Learning Carnataki classical musicandits history.					1,2	
II	Carnataki tala System Introductions Taals Stokes Jatis	12	Learning carnatakitala system with itsstokesand jatis.					1,2	
III	Guru Shishya Paramapara	12	Learningtool system in ancient period.					1,2	
IV	Theoretical knowledge about theprescribed raga Ahir Bhairav, Megh Malhar, Sudh Sarang, Darbari Kanada	12	Learning raga gayaki and alap and bol tana					1,2	
V	Detail knowledge of Bharat’s Natyashashtra, Brihaddeshi, Sangit Ratnakara	12	Learn about the Indian treaties and thehistorical evolution of music					1,2	

REFERENCE BOOKS:

- R1: Chandra Satish; Sangeetshree Prakashan, 2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
R3: SubramaniumL, SubramaniumVaji, Classical Music of India
R4: Baruah Rukheshwar; Sangeet Jyoti Visharad
R5: Borthakur Ranjan Dilip, Borthakur Nilima; Bharatiya Sangeet Sadhak
R6: Garg Narayan Lakhi, Bharatk Sangeetkar Indian Musicians
R7: Bhat Thatte Jayashree; Hindustani Vocal Music

OTHER LEARNING RESOURCES:

<https://youtu.be/9A2i6cVYq7g> <https://youtu.be/4DQZkKgACeA>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate an understanding of Carnatic Classical Music, its origin and development	1,2,3,4,5,6,7,8,9,10
2	Acquire knowledge about Carnataki tala system with its stokes and jatis.	1,2,3,4,5,6,7,8,9,10
3	Develop a concept upon Guru Shishya Parampara and ancient Tol system of learning.	1,2,3,4,5,6,7,8,9,10
4	Develop concept of the raagas namely Ahir Bhairav, Megh Mallar, Sudh Sarang and Darbari Kanhra	1,2,3,4,5,6,7,8,9,10
5	Acquire detailed knowledge ancient booksof Indian music namely Natyashastra, Brihaddeshi and Sangit Ratnakar.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	THEATRE AND DESIGN								
Course code	22BAPT322R	Total credits:04 Total hours: 60	L	T	P	S	R	O/F	C
			4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1. To develop a comprehensive understanding of theatre design. 2. To acquire knowledge and skills in scenic design, learning how to conceptualize, plan, and execute stage environments that enhance storytelling and evoke mood. 3. To gain expertise in costume and makeup design, exploring techniques to effectively communicate character, Theme and style through visual elements on stage.								
CO1	Examine the Elements and Principles of Design.								
CO2	Analyze the Design History of the West.								
CO3	Evaluate Scenic Design.								
CO4	Analyze Set Design and Costume Design.								
CO5	Evaluate Ground Plane, Front Elevation, and Side Elevation.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Elements and Principles of Design	12	Beknowledgeable about the elements and principles of design.					1,2	
II	Design history of west	12	Get knowledgeable about design history of west					1,2	
III	Scenic design	12	Gain knowledge about Scenic					1,2	
IV	Set design, costume design	12	Learn set design and costume design					1,2	
V	Ground plane, front and side elevation.	12	Learn to draw ground plane of play, front and side elevation.					1,2	

REFERENCE BOOKS:

- R1: Scene Design: A Guide to The Stage; Hake Talbot
 R2: Tablot Hake, Scene Design: A Guide to the Stage
 R3: Stage Design: Tony Davis
 R4: Stage Lighting Design: A Practical Neil Fraser • Theatrical Design; Eric Appleton and Tracey Lyons

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Examine the Elements and Principles of Design.	1,2,3,4,5,6,7,8,9,10
2	Analyze the Design History of the West.	1,2,3,4,5,6,7,8,9,10
3	Evaluate Scenic Design.	1,2,3,4,5,6,7,8,9,10
4	Analyze Set Design and Costume Design.	1,2,3,4,5,6,7,8,9,10
5	Evaluate Ground Plane, Front Elevation, and Side Elevation.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	INDIAN CLASSICAL INSTRUMENTAL PERCUSSION MUSIC [TABLA] (THEORY) IV								
Course code	22BAPI322R	Total credits:04	L	T	P	S	R	O/F	C
		Total hours: 60T	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1. Get knowledge about Global Percussion Music. 2. To know about Acoustics and the Psychology of Music. 3. To Get brief knowledge of “Shashtra” Musical books.								
CO1	Acquire a comprehensive understanding of Global Music								
CO2	Develop a proficiency in the Acoustics and Psychology of Music.								
CO3	Acquiring in-depth knowledge of Bharat Natya Shastra, Brihaddeshi, and Sangeet Ratnakar, gaining a profound understanding								
CO4	Develop a comprehensive understanding of Carnatic classical music, exploring its theoretical foundations, historical evolution, and intricate musical elements.								
CO5	Gaining proficiency in its intricate rhythmic patterns and structures within the context of Carnatic classical music.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introductionto Global Music.	12	Learningthe basic knowledge of Global Music.					1,2	
II	Carnatakitala SystemIntroductions Taals Stokes Jatis	12	Learningthe basic concepts of Carnatakital system.					1,2	
III	Detailknowledge of Bharat’s Natyashatra, Brihaddeshi, Sangit Ratnakar.	12	Learning the basic knowledgeof Indian Musical Shastras.					1,2	
IV	Carnataki ClassicalMusic. Origins History.	12	Learning the History and theOriginsof Carnatic Music.					1,2	
V	Carnataki Tal system Introduction Taals Stokes Jatis	12	Learning the basicconcepts of Carnataki Tal system.					1,2	

REFERENCE BOOKS:

R1: Sexena Kumar Sudhir; Sangeet Natak Akademi, NewDelhi, 1995; the Art of Tabla Rhythm.

R2: Randas; Publisher by Dwarka Prasad, 1980; Tabla Tal Sangraha.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/gxI0552Ls-U>
2. <https://youtu.be/KVX8j5s53Os>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire a comprehensive understanding of Global Music	1,2,3,4,5,6,7,8,9,10
2	Develop a proficiency in the Acoustics and Psychology of Music.	1,2,3,4,5,6,7,8,9,10
3	Acquiring in-depth knowledge of Bharat Natya Shastra, Brihaddeshi, and Sangeet Ratnakar, gaining a profound understanding	1,2,3,4,5,6,7,8,9,10
4	Develop a comprehensive understanding of Carnatic classical music, exploring its theoretical foundations, historical evolution, and intricate musical elements.	1,2,3,4,5,6,7,8,9,10
5	Gaining proficiency in its intricate rhythmic patterns and structures within the context of Carnatic classical music.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	INDIAN CLASSICAL DANCE(BHARATNATYAM) THEORY								
Course code	22BAPB322R	Total credits:04	L	T	P	S	R	O/F	C
		Total hours: 60T	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1. Get knowledge about the Indian classical dances and dramas 2. Learn about the musical instruments used in the classical and folk dances of Tamil Nadu 3. Learn the association of religion with dance								
CO1	Perceive the relationship between dance and religion.								
CO2	Gain knowledge on the musical instruments used in classical and folk dances of Tamil Nadu.								
CO3	Gain knowledge about famous composers and composition.								
CO4	Learn about the association of religion with dance								
CO5	Perceive the relationship between dance and religion.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Indian classical dances-their varieties	12	Perceive the relationship between dance and religion.				1,2		
II	The role of Tamil Nadu for the Art of Dance, Dance in Association with religion	12	Gain knowledge on the musical instruments used in classical and folk dances of Tamil Nadu.				1,2		
III	Musical instruments used in the classical and folk dances of Tamil Nadu	12	Gain knowledge about famous composers and composition.				1,2		
IV	Thandavam, Lashyam, Nrithyanatakas , Kathakali, Kuchipudi, Bhagavatha Melam, Yakshaganam	12	Learn about the association of religion with dance				1,2		
V	Life History of Tanjore Quartette, Pandhanai Nallur Menakshi Sundaram Pillai, Thanjai K.P. Kittappa Pillai	12	Know about some dance performers of Bharatnatyam				1,2		

REFERENCE BOOKS:

R1: Prajnanananda, *Music of the South-Asian Peoples*, Ramakrishna Vedanta Math, Culcatta, 1979

R2: Raghuraman.s, *History of Tamizh's Dance*, Nandini Pathipagam, Chennai, 2007

R3: Rina Singha, Reginald Massey, *Indian Dances-Their History and Growth*, Faber, 1967

OTHER LEARNING RESOURCES:

<https://youtu.be/9A2i6cVYq7g><https://youtu.be/4DQZkKgACeA>

[DQZkKgACeA](https://youtu.be/4DQZkKgACeA)

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Perceive the relationship between dance and religion.	1,2,3,4,5,6,7,8,9,10
2	Gain knowledge on the musical instruments used in classical and folk dances of Tamil Nadu.	1,2,3,4,5,6,7,8,9,10
3	Gain knowledge about famous composers and composition.	1,2,3,4,5,6,7,8,9,10
4	Learn about the association of religion with dance	1,2,3,4,5,6,7,8,9,10
5	Perceive the relationship between dance and religion.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	ART APPRICIATION								
Course code	22BAPA323R	Total credits:03 Total hours: 60T	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1.To demonstrate ideas on the basics of inter disciplinary relations between Performing and Visualarts 2. To provide an understanding of the application farts. 3. To impart knowledge on the basic values and principles of Arts with scopes, tools, and techniques.								
CO1	Understand the basic concepts and ideologies of art and society								
CO2	Understand and relate the history of Arts.								
CO3	Gather knowledge on the values and philosophies of art								
CO4	Use of application of various tools and techniques in the fields of applied art								
CO5	Understand the basic concepts and ideologies of art and society								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Basic understanding of Arts – performingarts, visual arts,	12	Learning about the basics of Art				1,2		
II	– Basic understanding of Painting and sculpture,	12	Familiarizing the Painting and Sculpture				1,2		
III	Basic understanding of Dance	12	Understanding the various concepts of Dance				1,2		
IV	Basic understanding of Music>Folk and Classical, Indian and Western	12	Basics of Music				1,2		
V	Basic Understanding of Theatre, Literature, and Film	12	Learning the basic relationship AmongTheatre, Film, andLiterature				1,2		

REFERENCE BOOKS:

- R1: Appreciation of Indian Art: Selected Writings, Swami Sarvabhutananda, Ramakrishna Mission Institute of Culture
R2: Natya Shastra, Adya Rangasari
R3: Film Appreciation–UtpalDatta, Blue Rose Publishers
R4: Art appreciation made simple-JOHN.P.SEDGWICK

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the basic concepts and ideologies of art and society	1,2,3,4,5,6,7,8,9,10
2	Understand and relate the history of Arts.	1,2,3,4,5,6,7,8,9,10
3	Gather knowledge on the values and philosophies of art	1,2,3,4,5,6,7,8,9,10
4	Use of application of various tools and techniques in the fields of applied art	1,2,3,4,5,6,7,8,9,10
5	Understand the basic concepts and ideologies of art and society	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	INDIAN CLASSICAL MUSIC PRACTICAL (STAGE PERFORMANCE)								
Course code	22BAPV324R	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 90	0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1.To get the practical knowledge about the Ragas and kheyals 2. Get knowledge about Tarana with the taals used in it. 3. Get knowledge about the Indian classical Dhrupad and Dhamar								
CO1	Acquire proficiency to perform the ragas namely MeghMallar, Ahir Bhairav and Sudh Sarang								
CO2	Acquire proficiency to sing Tarana with proper gayaki.								
CO3	Demonstrate an understanding to perform Dhrupad and Dhamar in with proper gayaki showing different layakaris.								
CO4	Develop the singing style of Ghazal, Bhajan and Chaiti.								
CO5	Acquire proficiency to recite the talas namely Dhamar, Dipchandi, Punjabi and Ektaal, showing Tali Khali in dugun, tigon and chargin layakaris.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Performance of following Megh Malhar, Asudh Bhairav, Sarang	18	Learning Indian raga				1,2		
II	Performance of Tarana	18	Learning tarana				1,2		
III	Performance of Drupad and Dhamar	18	Learning dhrupad and evaluating				1,2		
IV	Performance of chaiti , Ghazaland Bhajan	18	Understanding and evaluating				1,2		
V	Ability to recite the following tala with layakari dugun, tigonandchargin Dhamaar, Dipchandi, Punjabi taal, ektaal	18	Understanding and creating				1,2		

REFERENCE BOOKS:

- R1: Chandra Satish; Sangeetshree Prakashan,2021; Introduction of Raags
R2: Hirlekar Hema, Unicorn books; 2010; Hindustani Classical music
R3: Subramanium L, SubramaniumVaji, Classical Music of India
R4: Baruah Rukheshwar; Sangeet Jyoti Visharad
R5: Borthakur Ranjan Dilip, Borthakur Nilima; Bharatiya Sangeet Sadhak
R5: Garg Narayan Lakhi, Bharatk SangeetkarIndian Musicians
R6: Bhat Thatte Jayashree; Hindustani Vocal Music

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire proficiency to perform the ragas namely MeghMallar, Ahir Bhairav and Sudh Sarang	1,2,3,4,5,6,7,8,9,10
2	Acquire proficiency to sing Tarana with proper gayaki.	1,2,3,4,5,6,7,8,9,10
3	Demonstrate an understanding to perform Dhrupad and Dhamar in with proper gayaki showing different layakaris.	1,2,3,4,5,6,7,8,9,10
4	Develop the singing style of Ghazal, Bhajan and Chaiti.	1,2,3,4,5,6,7,8,9,10
5	Acquire proficiency to recite the talas namely Dhamar, Dipchandi, Punjabi and Ektaal, showing Tali Khali in dugun, tigun and chargin layakaris.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	INDIAN INSTRUMENTAL PERCUSSION MUSIC [TABLA] (STAGE PERFORMANCE)								
Course code	22BAPI324P	Total credits:03	L	T	P	S	R	O/F	C
		Total hours: 90							
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1. To get knowledge about Accompaniment. 2. Get knowledge about Accompaniment with Dance. 3. To get knowledge of Less-common Tals.								
CO1	Acquiring the proficiency to give accompanying in vocal music with the Tabla instrument.								
CO2	Develop the methodology to accompaniment the Tabla with Kathak Dance								
CO3	Acquiring the nuanced ability to play less-common quidas.								
CO4	Develop the ability to Bhatkhandey Tal notation system.								
CO5	Showcase to play Tabla solo on choice Tal for 15 minutes.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Performance of the following vocal Music. Classical. 1. Neo-Classical 2. Rabindrasangeet. 3. FolkMusic. 4. Borgeet.	18	Learning Accompaniment with Classical, Rabindra sangeet, Folk music, and Borgeet.				1,2		
II	Accompaniment with Kathak Dance.	18	Learning accompaniment with Kathak Dance.				1,2		
III	Performance with Less-Common Tals. 1. Do BaharTal. 2. Pancham Sawari. 3. Sikhar Tal	18	Learning The Less- Common Tals.				1,2		
IV	Ability to play different Layakaries the following Tals. Teental, Pancham Sawari, Rudra Tal, Sikhar tal.	18	Learning to play different Layakaries.				1,2		
V	Ability to play Stage Solo Performanc (25 Minutes)	18	Learning how to perform a solo Tabla performance on stage (stage performance)				1,2		

REFERENCE BOOKS:

R1: Bordoloi Paban; Publisher by Rajendra Mohan Sarma, Chandra Prakash Guwahati 1, 2014; A, B, C of Tabla Playing. The A, B, C of Tabla Playing.

R2: Sexena Kumar Sudhir; Sangeet Natak Akademi, New Delhi, 1995; The Art of Tabla Rhythm.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/gFEY4f2r2w8>
2. <https://youtu.be/uoh7C23X9-A>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquiring the proficiency to give accompanying in vocal music with the Tabla instrument.	1,2,3,4,5,6,7,8,9,10
2	Develop the methodology to accompaniment the Tabla with Kathak Dance	1,2,3,4,5,6,7,8,9,10
3	Acquiring the nuanced ability to play less-common quidas.	1,2,3,4,5,6,7,8,9,10
4	Develop the ability to Bhatkhandey Tal notation system.	1,2,3,4,5,6,7,8,9,10
5	Showcase to play Tabla solo on choice Tal for 15 minutes.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	INDIAN CLASSICAL DANCE (BHARATNATYAM) PRACTICAL								
Course code	22BAPB324R	Total credits:04	L	T	P	S	R	O/F	C
		Total hours: 90	0	0	6	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1. Know Mallari, a traditional item 2. Introduce a Hindustani musical form- Bhajan 3. Perform a lullaby.								
CO1	Understand the overall knowledge about Nritham and Nrityham.								
CO2	Demonstrate high-standard performances in Bharathanatyam.								
CO3	Acquire complete knowledge about stage performance.								
CO4	Create original choreographies.								
CO5	Enhance their creative skills.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Mallari-1	18	Learning mallari				1,2		
II	Bhajan-1	18	Learning bhajan performances in Bharatnatyam				1,2		
III	Bharathiar song- 1	18	Learn bharathiyar songs of Bharatnatyam				1,2		
IV	Thalattu-1	18	Learning thalattu of Bharatnatyam				1,2		
V	Thandavam	18	Learning thandavam performance of Bharatnatyam				1,2		

REFERENCE BOOKS:

- R1: Prajnanananda, *Music of the South-Asian Peoples*, Ramakrishna Vedanta Math, Culcatta, 1979
- R2: Raghuraman.s, *History of Tamizh's Dance*, Nandini Pathipagam, Chennai, 2007
- R3: Rina Singha, Reginald Massey, *Indian Dances-Their History and Growth*, Faber, 1967

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the overall knowledge about Nritham and Nrityham.	1,2,3,4,5,6,7,8,9,10
2	Demonstrate high-standard performances in Bharathanatyam.	1,2,3,4,5,6,7,8,9,10
3	Acquire complete knowledge about stage performance.	1,2,3,4,5,6,7,8,9,10
4	Create original choreographies.	1,2,3,4,5,6,7,8,9,10
5	Enhance their creative skills.	1,2,3,4,5,6,7,8,9,10

SEMESTER –VI									
Course Title	RESEARCH PROJECT								
Course code	22BAPA325P	Total credits:04 Total hours: 90	L	T	P	S	R	O/F	C
			0	0	16	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor of Performing Arts								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives	1. To develop the ability to initiate and conduct research. 2. To develop research skills in identifying and selecting aresea rcharea and preparing aresearch proposal. 3. To develop skills in doing literaturere view and steps of research methodology								
CO1	Able to understand how to initiate and conduct research.								
CO2	Able to understand research skills of identifying and selecting topics for research.								
CO3	Able to develop the skill of doing a literaturere view and data collection and accompanying								
CO4	Showcase the ability to prepare well-structured and viable research proposals.								
CO5	Apply appropriate research methodologies and techniques to various research scenarios.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	StudySubject	18	Students will understand the fundamental concepts and processes involved in initiating and conducting research.					1,2	
II	Conceptnote	18	Students will acquire skills to effectively identify, select, and refine research topics based on relevance and feasibility.					1,2	
III	development	18	Students will be able to perform thorough literature reviews, identifying key sources and gaps in existing research.					1,2	
IV	Proposaldevelopment	18	Students will learn various data collection techniques and understand the potential challenges and limitations associated with them.					1,2	
V	Researchmethodologyadaptation	18	Students will be capable of developing detailed research proposals, outlining objectives, methodologies, and expected outcomes.					1,2	

REFERENCE BOOKS:

- R1: Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). SAGE Publications.
- R2: McMillan, J. H. (2016). *Fundamentals of educational research* (7th ed.). Pearson.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Able to understand how to initiate and conduct research.	1,2,3,4,5,6,7,8,9,10
2	Able to understand research skills of identifying and selecting topics for research.	1,2,3,4,5,6,7,8,9,10
3	Able to develop the skill of doing a literature review and data collection and accompanying	1,2,3,4,5,6,7,8,9,10
4	Showcase the ability to prepare well-structured and viable research proposals.	1,2,3,4,5,6,7,8,9,10
5	Apply appropriate research methodologies and techniques to various research scenarios.	1,2,3,4,5,6,7,8,9,10

T1: Kothari and Gar Gaurav, fourth edition new age international publishers. (1Sep, 2019),
Research Methodology, Methods and techniques

REFERENCE BOOKS:

R1: John W.Creswell, (July 23, 2002) by SAGE Publications, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, SAGE Publications.

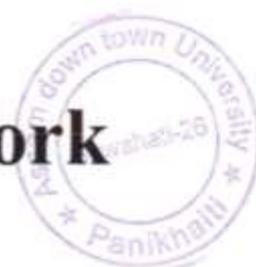
R2: Ranjit Kumar, (December 8, 2010) Research Methodology: A Step-By-Step Guide for Beginners, SAGE Publications Ltd.



Assam down town University

Curriculum and Syllabus

Master of Social Work



OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.0

**FACULTY OF HUMANITIES &
SOCIAL SCIENCES**

July, 2022

Preamble

Assam down town University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guidebook for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the 5th Board of Studies (BoS) meeting of the Faculty of Humanities and Social Sciences held on dated 07/06/2022 and approved by the Emergent Academic Council (AC) meeting held on dated 30/07/2022



*Chairperson
Board of Studies*



*Member Secretary
Academic Council*



Vision

To become a Globally Recognized University from North Eastern Region of India, dedicated to the Holistic Development of Students and Making Society Better

Mission

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well-rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators.
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme Overview (not more than 100 words)

The Post Graduate Degree in Social Work offered by the Social Work Programme trains students to combine advanced relevant social work competencies and to work with individuals, communities, and global platforms in their careers. The future of social work education encourages a comprehensive strategy that incorporates both generalist and specialised phases. The post-graduate programme in social work provided graduates with the knowledge, self-confidence, and moral principles needed for their career. To have greater employment possibilities, the programme also provides specialized courses in the areas of community development, human resources, family and child welfare, and medical and psychiatric social work to the students. The program's distinctive feature allows students to gain training through fieldwork practicum, which is one of the ways they can expand their knowledge, competencies, and skills. According to their areas of expertise, the curriculum also allows for block placement, which aids students in gaining more practical knowledge in that subject.

The Masters of Social Work course consists of two years of full-time university level study. It aims to prepare students for effective professional practice as social workers in the social and community service sectors.

The general objectives of the curriculum are associated with the liberal arts component of the MSW Course, which in time sequence precedes the professional component of the MSW course.

I. Specific Features of the Curriculum

The curriculum features a multidisciplinary approach to understanding social problems, enabling students to make a significant societal impact. It emphasizes critical thinking and analytical skills, encouraging students to assess evidence, evaluate arguments, and critically examine practices, policies, and theories through a scientific and inclusive lens. Furthermore, the curriculum prepares students for global competence by offering opportunities for international certifications and courses, ensuring they excel in professional knowledge and meet global standards. This comprehensive framework equips students with the necessary skills to thrive in an interconnected world.

II. Eligibility Criteria:

Graduate Minimum 40% any stream. 5% relaxation for SC/ST, EWS, and Especially abled candidates.

III. Program Educational Objectives (PEOs):

1. To promote necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change and development.
2. To enable the students to promote social justice through acquiring field-based knowledge.
3. To enhance the quality of life for everyone.
4. To become aware of the organization of the society and its development.
5. Use appropriate supervision and consultation to conduct research and disseminate research findings that contribute to enhancement of students personal and professional development.

IV. Program Specific Outcomes (PSOs):

PSO 1: Multidisciplinary Knowledge: Apply multidisciplinary approaches for a better understanding of social problems and situations to make a significant impact in society.

PSO 2: Critical Thinking and Inclusive Approach: Ability to employ analytical thinking in processing information, assess evidence and arguments, and critically evaluate practices, policies, and theories using a scientific and inclusive knowledge-building approach.

PSO 3: Global Competence: Excel in professional knowledge and global competency with international certifications and courses.

V. Program Outcome: (POs)

PO1: Disciplinary Knowledge: Apply the comprehensive knowledge of social work, sociology and psychological concepts in understanding human behaviour and social environment.

PO2: Problem analysis and solving: Exhibit effective problem analysis and solving strategies to address the complex issues for promoting positive change in diverse sociocultural contexts.

PO3: Research Informed Practice: Apply knowledge and experience using critical thinking for impactful scientific research to improvise policy, practice and service delivery using appropriate techniques and software.

PO4: Compassion and Commitment: Demonstrate compassion and commitment with a sense of responsibility in actively contributing to the holistic development of society.

PO5: Teamwork and Leadership: Function effectively as an individual and as a member or a leader in diverse teams and multidisciplinary settings to address evolving social issues and advocate for policy initiatives promoting socioeconomic well-being.

PO6: Communication: Demonstrate skills in verbal and non-verbal communication, preparation and presentation of reports/PPTs. Skills of interpersonal communication, use of different social and programme media while working with various population groups.

PO7: Values and Ethics: Apply values-ethics and cultural competency in the professional practice for promoting social justice and well-being with integrity and empathy.

PO8: Project Management: Efficiently manage and lead multidisciplinary projects applying HRM principles with a social work approach.

PO9: Lifelong Learning: Recognize the need for continuous and independent learning in the realm of social change and equip with the necessary advancements.

VI. Total Credits to be Earned: 100

VII. Career Prospects:

Social work profession is a diverse and vast profession whose mission is to improve the quality of life for vulnerable and oppressed sections of the society. The specialized social workers are being trained to eradicate various issues at different settings throughout this course. By earning a Master's degree in this field makes it far more likely for a trained social worker to secure a position that will ensure a secure future.

EVALUATION METHODS

The student performance shall be evaluated through In-semester (Sessional) and semester-end examinations. A weightage of 40% or as prescribed by the programme shall be added to the score of the end-semester examination.

A. INTERNAL ASSESSMENT:

The teacher who offers the course shall be responsible for internal assessment by conducting in-semester (sessional) examination and evaluating the performance of the students pursuing that course. The components for internal assessment are illustrated in the table given below.

SN	Components/ Examinations	Marks Allotted
1.	In-Sem Exam – I (ISE-I) (Written Examination) *	30
2.	In-Sem Exam – II (ISE-II) (Written Examination) *	30
3.	Assignment	10
4.	Presentation (SP)	10
5.	Quiz	5
6.	Class Performance based score*	5

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

1. If a student fails to appear in the any of the component without any valid reason, he/she shall be marked zero in that component. However, the course teacher at his discretion may arrange for the missed test on an alternate date for the absentee students after determining ground with genuine/valid reasons for the absent.
2. The report of evaluation of an activity towards the in-semester (sessional) component of a course shall be duly notified by the concerned course teacher within a week of completion.

3. The program coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the program to the Controller of Examinations before the start of the End-semester examination.

B. SEMESTER END EXAMINATION:

Time table for end semester examination is published at least 25 days prior to the start of Examination.

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

The student shall only be allowed to appear in a University Examination, if:

- i) He/ She is a registered student of the University;
- ii) He/ She is of good conduct and character;
- iii) He/ She has completed the prescribed Programme of study with minimum percentage of attendance as laid down in the Regulations of the Programme concerned.

Under special cases, a student may be allowed to appear for an examination without being registered in the University but the result of the said student will be kept on hold till the registration of the concerned student is completed.

II. Admit Card:

Admit card for the examination may be downloaded through ERP where the system will generate a Unique ID Cards through online.

The University shall have the right to cancel admission for examination of any candidate on valid grounds.

III. Pattern of Question Papers:

The question paper shall follow the principles of Bloom's Taxonomy.

Table

S. N.	Level	Questions /verbs for test
1	Remember	List, Define, tell, describe, recite, recall, identify, show who, when, where, etc.
2	Understand	Describe, explain, contrast, summarize, differentiate, discuss, etc.
3	Apply	Predict, apply, solve, illustrate, determine, examine, modify
4	Analyze	Classify, outline, categorize, analyze, diagrams, illustrate,

		infer, etc.
5	Evaluate	Assess, summarize, choose, evaluate, recommend, justify, compare etc.
6	Create	Design, Formulate, Modify, Develop, integrate, etc.

Note: No course is to be evaluated on basis of **all 6 knowledge levels**.

The format of the question paper across all the program follows a unique pattern and the total marks is 60

Table 1: Question paper pattern for End semester examination

Sl no	Question pattern	Total marks
1	MCQs (10 Questions)	10
2	2 Marks questions (10 Questions)	20
3	4 Marks questions (5 Questions)	20
4	10 Marks questions (1 Question)	10

IV. Examination Duration:

Each paper of 60 marks shall ordinarily be of two hours duration.

V. Practical Examinations, Viva-Voce etc.:

- i) Practical examination shall be conducted in the presence of one external expert and one or more internal examiners.
- ii) Viva-Voce, Oral examinations of the Project report, Dissertation etc. shall be undertaken by a Board of Examiners constituted by the respective Dean of Program with the advice of Supervisor(s).

VI. Procedure of Expulsion:

If any candidate is found to be using any unfair-means during the examination, the invigilator may cease his/her answer sheet and report it directly to the Officer-in-Charge. The Office-in-Charge of the center may take appropriate decisions as per the rules and procedure of the examination. The Officer-in-Charge may allow the students to write the exam with new answer sheet or may expel the student from appearing the paper depending on the nature of unfair-means. In case of Computer based test, the students may be directed to write an apology letter and sign in the prescribe expulsion form. The student may not be allowed to write that examination.

VII. Instruction to the Students:

- (i) The students shall not bring to the Examination Hall, any electronic gadget used as a means of communication or record except electronic calculator, if required.
- (ii) The students shall not receive any book or printed or hand written or photo copy (Xerox) or blank-paper from any other person while he/she is in the examination-room or in laboratory or in any other place to which he/she is allowed to have access during course of examination.
- (iii) The students shall not communicate with any other candidate in the examination room or with any other person in and outside the examination-room.
- (iv) The students shall not see, read or copy anything written by any other candidate, nor shall he/she knowingly or negligently permit any other candidate to see, read or copy anything written by him/her or conveyed by him/her.
- (v) The students shall not write anything on the Question Paper or in other paper or materials during the examination, or pass any kind of paper to any other candidate in the examination-room, or to any person outside the room.
- (vi) The students shall not disclose his/her identity to the examiner by writing his/her name or putting any sign / symbol in any part of his answer-script.
- (vii) The students shall not use any abusive language or write any objectionable remark or make any appeal to examiner by writing in any part of his answer-script.
- (viii) The students shall not detach any page from the answer-script or insert any authorized or unauthorized loose sheet into it. He /she shall also not insert any other answer-script / loose sheet by removing the pins of the origin answer-scripts and re-fixing it.
- (ix) The students shall not resort to any disorderly conduct inside the examination-room or misbehave with the invigilator or any other examination official.

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write

down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.

- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.
- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

It is the product of grade point and number of credits for a course, thus, $CP = GP \times CR$

i. Credit:

A unit by which the course work is measured. It determines the number of hours of instructions required per week. 'Credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully.

ii. Grade Point:

Grade Point is a numerical weight allotted to each Grade Letter on a 10-point scale.

iii. Letter Grade:

Letter Grade is an index of the performance of students in a said paper of a particular course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and Abs. Student obtaining Grade F / Grade Abs shall be considered failed/ absent and, will be required to appear in the subsequent ESE. The UGC recommends a 10-point grading system with the following (Table: 1) Letter Grades:

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.

- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades ‘O’ to ‘P’ shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

Letter Grade	Grade Points	Description
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C	5	Average
P	4	Pass
F	0	Fail
Abs	0	Absent
UFM	0	Unfair Means

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

The SGPA of a student in a Semester shall be the weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered in that Semester, irrespective of whether he/she could or could not complete the Courses. More specifically, the calculation of SGPA shall take into account the Courses graded with Letter Grades ‘O’ to ‘F’ as given in Table 1.

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} \quad (1.1)$$

The SGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.1) up to two decimal places, where n is the total number of Credit Courses registered by the student in that Semester, G_i is the Grade Point secured in the i^{th} registered Course and C_i is the Credit (weight) of that Course.

b. CGPA (Cumulative Grade Point Average)

- (i) The CGPA of a student in a Semester of a Programme shall be the accumulated weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered and successfully completed so far starting from the enrollment in the Programme. In other words, taking into account all the Courses graded with 'O' to 'P' as given in Table 1.1, generally the CGPA of a student shall be calculated starting from the first Semester of his/her enrolled Programme, while the CGPA of a lateral-entry student shall be calculated starting from the Semester of his/her enrollment.
- (ii) The CGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.2) up to two decimal places, where N is the total number of Credit Courses registered and successfully completed so far by the student, G_i is the Grade Point secured in the i^{th} completed Course and C_i is the Credit (weight) of that Course.

$$\text{CGPA} = \frac{\sum_{i=1}^N C_i G_i}{\sum_{i=1}^N C_i} \quad (1.2)$$

- (iii) The CGPA shall be convertible into equivalent percentage of marks using Equation Conversion of CGPA to percentage marks: = CGPA*10

D. Post-Examination

i. Transcript or Grade Card or Certificate:

A marking certificate shall be issued to all the registered students after every Semester. The Semester mark sheet will display the course details (code, title, number of credits, grade secured) along with total credit earned in that Semester.

ii. Grievance Readdress Mechanism:

Students with any dissatisfaction or grievance regarding the marks awarded in any of the Papers / Courses may appeal to the Controller of Examinations for remedial action such as Re-evaluation within 10 days of the declaration of result.

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.
- (ii) Application for re-evaluation / re-scrutiny of answer scripts shall be made in the definite proforma available with the Examination Office through the head of the respective departments within 10 days of declaration of the results of the respective examinations.
- (iii) The Controller of Examination may appoint an examiner for re-evaluation and will consider and recognize the evaluation done by a university appointed examiner.
- (iv) There shall be no provision for re-evaluation of the Practical Papers, Project Work, and Dissertation etc. However, the students fail in practical examination or viva voce and wish to appear again may apply to be evaluated can do so with the next schedule.
- (v) After screening the application for re-evaluation, the CoE may send the answer scripts of the student to the examiners appointed by the CoE with the approval of Vice Chancellor.
- (vi) The marks/grades achieved by the students after the re-evaluation shall be final and binding.
- (vii) Fresh Marks – sheets / Grade Card shall be issued only if the candidate secures pass marks / passing grade in the re-evaluated paper.

- (viii) Revaluation of answer scripts shall be deemed to be an additional facility provided to the students with a view to improving upon their results at the preceding examination result for any reason whatsoever shall not confer any right upon them for admission to next higher class which matters always be regulated in accordance with the relevant rules or regulations framed by the University.
- (ix) If as a result of revaluation of the candidate attracts the provision of condonation of deficiency, the same may be applied to his/her only for fresh attempt.

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

In all the courses the teacher has to select topics for teacher-method which should not be less than 20 percent. The approach will be direct classroom teaching through a series of lectures delivering concepts using ITC facilities, white or blackboard. Notes may also be circulated to the students; however, the students are to be involved in the preparation of the notes. The teacher will be responsible for selecting the best note for circulation. The teacher-centric methodology has recently fallen out of favour because this strategy for teaching is seen to favour passive students.

1. Student- centric / Constructivist Approach:

The topics of the courses may be selected at the start of the class and assigned one topic to each of the students for studying by themselves, prepare presentations, notes, etc., and present at respective class time after consultation and discussion with the course teachers. The teacher facilitates the learning of the students by guiding and providing input and explaining concepts. 60 percent of the course contents may be selected for this purpose. To avoid behaviour problems, teachers must lay a lot of groundwork in student-centric classrooms. Typically, it involves instilling a sense of responsibility in students. In addition, students must learn internal motivation.

a. Project-Based Learning: The teacher may select 5 percent of topics for the purpose and may conduct visits to the laboratory for experiments or field surveys. The selection of the topic may be done considering the available facility for the purpose. However, in the final semester of each of the programme the student has to undergo project-based learning at least 4 months duration. This approach will help the student to think critically, evaluate, analyze, make decisions, collaborate, and more.

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the best possible answer

and discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

c. Flipped Classroom: About 10 percent of the course content has to be completed by this method. In this approach the students are asked to watch video or lecture prepared by the teacher or any video available (relevant to the course). A set of questions may be given to the students for searching answers by the students. The idea is that students should have more time in-classroom focusing on achieving these higher levels of thinking and learning. The Flipped classroom is also an acronym. The letters FLIP represent the four pillars included in this type of learning: Flexible environment, Learning culture shift, Intentional content, and Professional educator. As you can see, the second pillar refers to a culture shift from the traditional approach where students are more passive to an approach where students are active participants. As a result, this approach is also a student- centric teaching method.

d. Cooperative Learning: The remaining five percent has to be completed by cooperative learning approach. In this approach, the students are allotted problems. During library hours the students along with the teacher visit the library and search for probable solutions for the assigned problem. The same has to be done in groups so that the students discuss among themselves for the appropriate answers. Essentially, cooperative learning believes that social interactions can improve learning. In addition, the approach recreates real-world work situations in which collaboration and cooperation are required.

The percentage categorization for the completion of a theory course

Teacher-centric or Direct Classroom Teaching: Delivery by series of lectures	20%
Student-centric Approach, Students present and deliver lectures in the presence of teacher and supervised by teacher	60%
Students visit fields or perform experiments or teachers perform demonstration	05%
Flipped Classroom approach	10%
Cooperative learning approach	05%

Inquiry-based approach has to be followed in all of the classes

The teacher has to distribute the topics to be considered for teaching by the above-mentioned approaches and prepare a lesson plan for execution and maintain a file.

Curriculum Framework

Breakdown of Credits (for 2022-23 Syllabus)

Sl. No	Category	Total number of Credits
1	University Core (UC)	30
2	University Elective (UE)	10
3	Program Core (PC)	37
4	Program Elective (PE)	48
5	Faculty Elective (FE)	8
Total number of credits		133

Breakdown by categories of courses

Sl no	Category	Credits	%
1	Humanities	121	90.9
2	Engineering	1	0.75
3	Mathematics	5	3.8
4	CLPPD	6	4.5
Total		133	100%

SEMESTER WISE COURSE DISTRIBUTION

	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester I	1.	22MSWO111R	Introduction to Social Work Profession	PC	3	0	0	0	0	0	3	40	60	0	100
	2	22MSWO112R	Social Case Work	PC	3	0	0	0	0	0	3	40	60	0	100
	3	22MSWO113R	Social Work Practice with Communities	PC	3	0	0	0	0	0	3	40	60	0	100
	4	22MSWO114R	Psychology of the Human Mind and Behaviour	PC	3	0	0	0	0	0	3	40	60	0	100
	5	22MSWO115R	Orientation Visit & Concurrent Fieldwork I	PC	0	0	0	12	0	0	3	0	0	100	100
	6	22MACE111R	MOOCS CE I	FE	0	0	4	0	0	0	2	0	100	0	100
	7	22UMFS111R	Fundamental of Statistics	UC	2	0	2	0	0	0	3	40	60	100	200
	8	22MSWR111R	Mini Research (Review of Literature-R1)	UC	0	0	0	4	8	0	2	0	0	0	100
	9	22UMPD111R	Personality Development Programme (Effective English)	UE	0	0	4	0	0	0	2	0	0	0	100
Total					14	0	10	16	8	0	24	200	400	100	1000
Semester II	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1.	22MSWO121R	Social Work Practice with Groups	PC	3	0	0	0	0	0	3	40	60	0	100
	2	22MSWO122R	Social Welfare Administration	PC	3	0	0	0	0	0	3	40	60	0	100
		Social Planning, Public Policy &												100	

	3	22MSWO123R	Governance	PC	3	0	0	0	0	0	3	40	60	0		
	4	22MSWO124R	Concurrent Fieldwork II & Study Tour	PC	0	0	0	12	0	0	3	0	0	100	100	
	5	22MSWO125R	Techno-Professional Skills I	PC	0	0	4	0	0	0	2	40	60	0	100	
	6	22MSWO126R	GE I Project Management and Social Entrepreneurship	UE	2	0	0	0	0	0	2	40	60	0	100	
	7	22MACE121R	MOOCS CE II	FE	0	0	4	0	0	0	2	0	100	0	100	
	8	22UMRM121R	Research methodology and Statistical Analysis	UC	1	0	0	4	0	0	2	40	60	0	100	
	9	22MSWR121R	Mini Research\ (Research gap analysis -R2)	UC	0	0	0	4	16	0	3	40	60	-	100	
	10	22UUHV106R	Universal Human Value (UHV) + Professional Ethics	UC	1	0	2	0	0	0	2	0	100	-	100	
	11	22UMPD121R	Personality Development Programme (Communication Mastery)	UE	0	0	4	0	0	0	2	40	60	-	100	
	12	22UUDL103R	Computational systems and Digital World	UC	0	0	2	0	0	0	1	40	60	-	100	
	Total					13	0	14	20	16	0	28	360	740	100	1200
Semester III	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for				
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total	
	1.	22MSWO211R	Block Placement	PC	0	0	0	12	0	0	3	0	0	100	100	
2.	22MSWO212R	Techno-Professional Skills II	PC	0	0	4	0	0	0	2	40	60	0	100		

3	22MSWO213R	GE	UE	0	0	0	0	0	0	2	40	60	0	100
4	22MACE211R	MOOCS CE III	FE	0	0	4	0	0	0	2	0	100	0	100
5	22MACE212R	MOOCS CE IV	FE	0	0	4	0	0	0	2	0	100	0	100
6	22UMRE211R	Research Ethics	UC	1	0	0	0	0	0	1	40	60	0	100
7	22MSWR211R	Mini Research (Survey/experiments - R3)	UC	0	0	6	4	0	0	4	0	0	100	100
8	22UMPD211R	Personality Development Programme (Corporate Proficiency)	UE	0	0	4	0	0	0	2	0	0	0	100
To opt 1 Specialization from the following Group														
Group A: Community Development														
9	22MSWC214R	Rural & Tribal Community Development	DE	3	0	0	0	0	0	3	40	60	0	100
10	22MSWC215R	Urban Community Development	DE	3	0	0	0	0	0	3	40	60	0	100
11	22MSWC216R	Livelihood and Sustainable Development	DE	3	0	0	0	0	0	3	40	60	0	100
Group B: Medical & Psychiatric Social Work														
9	22MSWM214R	Medical Social Work	DE	3	0	0	0	0	0	3	40	60	0	100
10	22MSWM215R	Psychiatric Social Work	DE	3	0	0	0	0	0	3	40	60	0	100
11	22MSWM216R	Mental Health & Social Work	DE	3	0	0	0	0	0	3	40	60	0	100
Group C: Family & Child Welfare														
9	22MSWF214R	Social Work with Family	DE	3	0	0	0	0	0	3	40	60	0	100
10	22MSWF215R	Social Work with Children and Youth	DE	3	0	0	0	0	0	3	40	60	0	100
11	22MSWF216R	Social Work with Elderly	DE	3	0	0	0	0	0	3	40	60	0	100
Group D: Human Resource Management														

9	22MSWH214R	Human Resource Management	DE	3	0	0	0	0	0	0	3	40	60	0	100
10	22MSWH215R	Industrial Relations	DE	3	0	0	0	0	0	0	3	40	60	0	100
11	22MSWH216R	Organizational Behaviour	DE	3	0	0	0	0	0	0	3	40	60	0	100
Total				27	10	0	22	16	0	27	240	360	200	1100	

S. N.	Course Code	Course Title	Course Category	Engagement								Maximum Marks for			
				L	T	P	S	R	O	C	IA*	SEE*	PE*	Total	
1.	22MSWO221R	Block Placement	PC	0	0	2	12	0	0	0	3	0	0	100	100
2	22MSWR221R	Research (Data analysis/documentation -R4)	UC	0	0	20	4	8	0	12	0	0	100	100	
Elective Papers (To opt any one of the following two groups)															
Group 1 Elective Papers															
3	22MSWO222R	Community Health and Social Work	PE	3	0	0	0	0	0	0	3	40	60	0	100
4	22MSWO223R	Social Work Intervention with Differently Abled	PE	3	0	0	0	0	0	0	3	40	60	0	100
Group 2 Elective Papers															
3	22MSWO224R	Social Entrepreneurship & Project Management	PE	3	0	0	0	0	0	0	3	40	60	0	100
4	22MSWO225R	Gender and Social Work	PE	3	0	0	0	0	0	0	3	40	60	0	100
Total				6	0	22	16	8	0	21	80	120	200	400	

***IA: Internal Assessment, SEE: Semester End Examination,
PE: Practical Examination**

SEMESTER – I									
Course Title	INTRODUCTION TO SOCIAL WORK PROFESSION								
Course code	22MSWO111R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To develop an understanding the Basics of Social Work Education Profession and Its Development. To Inculcate Knowledge on the Various Modern Theoretical Perspectives, Approaches, and their Scopes in real life Intervention To Provide a Platform to the Learner to Understand the Current Trends of Social Work Practice and Its Challenges 								
CO1	Learn about the Concepts, basic Values and Philosophy of Social Work								
CO2	Understand the about social work profession, its traits and challenges								
CO3	Explore the current trends of practices and fields of social work in this 21st century								
CO4	Learn about the historical forms of social movements, role of social reformers towards conceptualizing social work profession								
CO5	Develop understanding of psychological, systemic, and critical theories, enabling diverse approaches, including anti-oppressive and ecological perspectives.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Social Work Education: Welfare Versus Developmental Orientation in Social Work, Development of Social Work in UK, USA and India, Ideologies for social change: Role of Ancient, Medieval and Modern Period, Spirituality, Social Work and Social Movements.	8	Learn the concept and definitions of Social Work Profession.				1,2		
II	Basic Concepts: Charity, Voluntary Action, Social Services, Social Reform, Social Movement, Social Development, Social Welfare, Social Justice, Social Policy, Social Security, Social Défense, Human Rights in Social work practice. Concepts, Nature, Characteristics, Objectives, Scope, and Functions of Social Work, Philosophy and Values of Social Work, Ethics and Principles of Social Work, Methods of Social Practice.	10	Gain insight of other various concepts relatedto social work				1,2		
III	Contemporary Ideologies for Social Change and Social Work: Neoliberalism and Globalization, Post Modernism, Multiculturalism, Feminism, Gandhian Ideology and Philosophy,	9	Understand contemporary ideologies for Social Worker.				1,2		

	Contribution of Social Reformists towards Social Change, Inter-Disciplinary Nature of Social Work and Its Emerging Trends into Practice.			
IV	Social Work Profession in India: Fields of Social Work, Family and Child Welfare, Youth Development, Industrial Social Work, Correctional Administration, Medical and Psychiatric Social Work, Community Development and Skills for Social Work Practice.	8	Familiarise with the scopes of Social Work	1,2
V	Theories, Perspectives and Approaches of Social Work: Social Learning theory, System Theory, Psychosocial Development Theory, Psychodynamic Theory, Integrated Approach, Radical, Feminist, Marxist Approaches, Anti-Opressive Social Work, Ecological Social Work.	10	Learn various Perspectives of social work	1,2

TEXT BOOKS:

1. Morales, A.T., Sheaf or, B.W., & Scott, M.E. (2012). Social work: A profession of many faces, 12E. Boston, MA: Allyn and Bacon
2. Desai, M. (2002). Ideologies and Social Work. Jaipur: Rawat Publications

REFERENCE BOOKS:

1. Agarwal, M. M. (1998) Ethics and Spirituality, Shimla: Indian Institute of Advanced Study
2. Alastair, Christie (Ed.) (2001) Men and Social Work: Theories and Practices, New York, Palgrave.
3. Banerjee, G. R. (1978) Papers on Social Work: An Indian Perspective, Bombay, Tata Institute of Social Sciences.

OTHER LEARNING RESOURCES:

1. National Association of Social Workers (January 1, 1997; Revised 2008). NASW code of ethics. Silver Spring, Maryland: NASW Press. See: www.socialworkers.org.
2. International Federation of Social Workers and International Association of Schools of Social Work (2004). Ethics in social work, statement of principles. See: www.ifsw.org

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn about the Concepts, basic Values and Philosophy of Social Work	1,3 & 4
2	Understand the about social work profession, its traits and challenges	1,2
3	Explore the current trends of practices and fields of social work in this 21st century	5,7,8,9
4	Learn about the historical forms of social movements, role of social reformers towards conceptualizing social work profession	5,7
5	Develop understanding of psychological, systemic, and critical theories, enabling diverse approaches, including anti-oppressive and ecological perspectives.	3,7,8

SEMESTER – I									
Course Title	SOCIAL CASE WORK								
Course code	22MSWO112R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To understand the individual, family and their problems and the social contextual factors affecting them. 2. To understand Social Casework as a method of Social Work practice 3. To gain knowledge about the basic concepts, tools, techniques, processes, and skills of Social Case Work								
CO1	Demonstrate familiarity with Casework processes, tools and techniques and their Application in Professional Social Work Practice.								
CO2	Develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording								
CO3	Understand the process involved in social work in individualized situations.								
CO4	Develop self-awareness Develop and skills of social work trainees in working with the individual case.								
CO5	Acquire techniques, explore counseling areas, and understand the advantages of individual counseling.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Understanding Individual and Introduction to Social Case Work – Individual - Nature, Needs, Problems Faced by Individuals and Families, Social Casework - Concept, Nature, Scope, Objectives and Importance, Historical Development of Social Casework, Principles of Social Casework	8	Learn the concept of social case work.				1,2		
II	Components and Phases of Social Case Work and Case Work Practice in Different Settings - Components of Social Casework (Person, Place, Problem, Professional Representative and Process), Phases of Case Work Process - Study, Assessment, Intervention, Termination, Evaluation and Follow-up, Casework Practice in different settings - Medical, School, Elderly care Homes, Correctional and Rehabilitation Centers - Role of Case Worker.	10	Able to apply the components of social case work.				1,2		
III	Understanding Relationship, Tools, Techniques, Skills and Recording in Social Case Work - Casework Relationship, Use of Authority and Advocacy in helping process - Problems in helping relationship - Tools, Techniques and Skills of Social Case Work. - Recording in Casework, Principles and Types	9	Learn various tools and techniques of social case work.				1,2		
IV	Approaches and Treatment methods of Social Case Work - Approaches of Social Case Work - Task Centered Approach, Social Psychological Approach - Problem Solving Approach and Integrated approach – Treatment Methods in Social Case Work	8	Approaches of social case work.				1,2		
V	Counseling in Case work Practice - Definition, Meaning, Importance, Objectives, and Goals of Counseling - Phases in Counseling - Counseling techniques - Areas of counselling - Advantages of Individual Counselling.	10	Significance of counselling.				1,2		

TEXT BOOKS:

1. Mishra P. D., Social Work- Philosophy and Methods, Inter-India Publications
2. Mishra P. D., Social Work- Profession in India, New Royal Book Company

REFERENCE BOOKS:

1. Mathew G., Case Work in Encyclopaedia of Social Work in India, Ministry of Social Welfare, Delhi, 1987.
2. Sanjay Bhattacharya, Social Work an Integrated Approach, Deep & Deep Publication, New Delhi
3. Pearlman, H H. (1957). Social Case Work: A Problem-Solving Process. Chicago: University of Chicago.
4. Richmond, Mary (1970) Social Diagnosis, New York: Free Press
5. Skidmore, R.A. and Thakhary, M.G. (1982): Introduction to Social Work. New Jersey: Prentice Hall.

OTHER LEARNING RESOURCES:

1. National Association of Social Workers (January 1, 1997; Revised 2008). NASW code of ethics. Silver Spring, Maryland: NASW Press. See: www.socialworkers.org.
2. International Federation of Social Workers and International Association of Schools of Social Work (2004). Ethics in social work, statement of principles. See: www.ifsw.org

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate familiarity with Casework processes, tools and techniques and their Application in Professional Social Work Practice.	1,3 & 4
2	Develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording	1,2
3	Understand the process involved in social work in individualized situations.	5,7,8,9
4	Develop self-awareness Develop and skills of social work trainees in working with the individual case.	5,7,8
5	Acquire techniques, explore counselling areas, and understand the advantages of individual counselling.	3,7,8

SEMESTER – I									
Course Title	SOCIAL WORK PRACTICE WITH COMMUNITIES								
Course code	22MSWO113R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To develop understanding on the concept's community and community organization as a method of social work. To understand the critical elements of community organization in Working with communities To develop a deeper understanding on the models and strategies to be applied in Community Organization Practice. To Enhance the collective roles and responsibilities of the trainer as community organizer, roles of the agencies and communities 								
CO1	Learn about the concept's community and community organization as a method of social work								
CO2	Gain knowledge about the elements of community organization in Working with communities.								
CO3	Develop critical understanding of roles and responsibilities of the trainer as community organizer, roles of the agencies and communities.								
CO4	Comprehend the diverse models and strategies of community work.								
CO5	Extract lessons from diverse successful community cases, fostering insights into effective development strategies across regions.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Basics about Community - Concept, Features and Types of Communities, Rural, Urban and Tribal Communities, Community Structure, Understanding Community Dynamics; Population, Caste, Class and Religion, Community Power structure	8	Understanding on the basics of community organization					1,2	
II	Community Organization as Social Work Practice - Definition of Community Organization, Values and Principles of Community Organizations, Historical Development of Community, Ethics of Community Organization Practice, Understanding Human Rights in Community Organization Practice, Community Organization as a method of Social Work.	10	Learn community organization as a method of social work					1,2	
III	Practice of Community Organization - Process of Community Organization (steps), Strategies and Techniques of Community Organization: PRA, Leadership, Participatory Planning, Monitoring and Evaluation, Networking, Critical approach to Community Practice – Friere and Gramsci, Approaches for Community Practice and Social Change.	9	Gain knowledge on the various tools of community practise.					1,2	
IV	Community Organization Models and Skills - Community Work as Inclusive and Anti-Oppressive Practice, Models and Practices of Community Organization; Locality Development Model, Social Planning Model, Social Action Model - Methods of - Public Interest Mobilization, Litigation, Protests and Demonstrations, Consensus and Conflict, Skills for Community Practitioners - Role of the Community Organizer.	8	Apply the models of community organization					1,2	

V	Successful Community Case studies: Rangsapara village, Assam, Mawlynnong village, Meghalaya, Khomoma village, Nagaland, Tiplantri village, Rajasthan, Pansari village, Gujarat.	10	Develop knowledge on the community success stories.	1,2
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TEXT BOOKS:

1. Khinduka, S.K. & Coughlin, Bernard (1965): Social Work in India. New Delhi: Kitab Mahal

REFERENCE BOOKS:

1. Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
2. Gangrade, K.D. (1971): Community Organization in India. Mumbai: Popular Prakashan
3. Friedlander, W.A. (1978) Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi: Bentice Hall International Inc.
4. Hardcastle, D. A., Powers, P. R. & Wenocur, S.2004, Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press.

OTHER LEARNING RESOURCES:

1. National Association of Social Workers (January 1, 1997; Revised 2008). NASW code of ethics. Silver Spring, Maryland: NASW Press. See: www.socialworkers.org.
2. International Federation of Social Workers and International Association of Schools of Social Work (2004). Ethics in social work, statement of principles. See: www.ifsw.org

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn about the concept's community and community organization as a method of social work	1,3 & 4
2	Gain knowledge about the elements of community organization in Working with communities.	1,2,6
3	Develop critical understanding of roles and responsibilities of the trainer as community organizer, roles of the agencies and communities.	5,7,8,9
4	Comprehend the diverse models and strategies of community work.	5,7,6
5	Extract lessons from diverse successful community cases, fostering insights into effective development strategies across regions.	3,7,8,9

SEMESTER – I									
Course Title	PSYCHOLOGY OF HUMAN MIND AND BEHAVIOUR								
Course code	22MSWO114R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To understand the basic psychological processes in individuals. 2. To understand the relevance of Psychology to Social Work Practice. 3. To develop a theoretical understanding of human development across the life span. 4. To explore the concept of adjustment maladjustment in individuals								
CO1	Perform survey for understanding the basics of human behavior.								
CO2	Evaluate human development stages to enhance social work practice through informed decision-making.								
CO3	Learn about human behavioral processes, personality, and theoretical approach.								
CO4	Apply concepts and theories of psychology in social work practice.								
CO5	Grasp the essentials of personality, including determinants and diverse approaches								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Psychology - Definition of Psychology, Scope of Psychology, Schools of Psychology & relevance of psychology in social work practice.	8	Understanding on the basics Psychology and human mind.				1,2		
II	Basic psychological concept in human behaviour - Perception (Meaning and Types), Attitude, Value And Prejudice, Learning (Meaning, Types, Factors), Memory (Meaning And Types), Motivation (Meaning And Types)	10	Learn about concept of human behaviour.				1,2		
III	Human Developmental Stages - Different stages of human development from infancy to old age, Physical, intellectual, emotional and social changes - Psychosexual development: Freudian concept; meaning of sexuality, psychosexual developmental stages, significance of psychosexual development of personality, defence mechanism: meaning and types.	9	Gain knowledge on the various developmental stages.				1,2		
IV	Adjustment and Maladjustment - Normal and abnormal psychology: concept of adjustment and maladjustment, meaning of abnormal psychology, causes of abnormal, Mental health disorder in adults and children.	8	Understand the Nature of Adjustment.				1,2		
V	Personality - Meaning and Definition of Personality, Determinants Of Personality: Role Of Heredity And Environment, Type And Trait Approaches For Personality, Theories of Personality.	10	Develop knowledge on personality and its traits.				1,2		

REFERENCE BOOKS:

1. Passer, M. W., & Smith, R. E. (2004). Psychology: The science of mind and behaviour. McGraw- Hill.
2. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2006). Introduction to psychology, 7th eds.
3. Baron, R. A., & Byrne, D. (1987). Social psychology: Understanding human

interaction. Allyn & Bacon.

OTHER LEARNING RESOURCES:

1. <https://www.slideshare.net/SureshbabuG11/adjustment-and-maladjustment-231818964>
2. <https://www.gcoedu.in/pdf/unit4.pdf>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Perform survey for understanding the basics of human behaviour.	1,3 & 4
2	Evaluate human development stages to enhance social work practice through informed decision-making.	1,2,4,5
3	Learn about human behavioural processes, personality, and theoretical approach.	5,7,8,9
4	Apply concepts and theories of psychology in social work practice.	5,7,8
5	Grasp the essentials of personality, including determinants and diverse approaches	3,7,8,9

SEMESTER – I									
Course Title	ORIENTATION VISIT & CONCURRENT FIELD WORK								
Course code	22MSWO115R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	3	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To know about the organization, Vision, and Mission 2. To know about the Community/ area where the Organization is working and know about various initiatives taken by the Organization for the betterment of the community 3. To Identify and understand the problems/issues in the community.								
CO1	Develop the skills of Documentation and Reporting of Orientation Visits.								
CO2	Determine which approaches work in practice and how they must be adapted to specific situations.								
CO3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.								
CO4	Engage in continuous self-assessment, fostering personal and professional growth throughout the fieldwork experience.								
CO5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of social work during hands-on experiences.								

REFERENCE BOOKS:

1. Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications
2. Sanjoy Roy (2012), Fieldwork in Social Work, Rawat Publication, Jaipur Columbia University. (2015), Handbook for Student Social Work Recording, School of Social Work
3. Kadushin, Alfred Harkness, Daniel (2005) Supervision in Social Work, New Delhi: Rawat Publication
4. Kumar, S. (2002), Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.

OTHER LEARNING RESOURCES:

The students will be going to the adopted village for two days a week besides their regular theory classes. Every week they will submit their fieldwork reports, meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the skills of Documentation and Reporting of Orientation Visits.	1,3 & 4
2	Determine which approaches work in practice and how	1,2,3

	they must be adapted to specific situations.	
3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	5,7,8,9
4	Engage in continuous self-assessment, fostering personal and professional growth throughout the fieldwork experience.	5,7,6
5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of social work during hands-on experiences.	3,7,8,9

SEMESTER – I									
Course Title	MOOCS CE I								
Course code	22MACE111R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	3	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,3 & 4
2	Develop skills to analyze information critically and propose effective solutions.	1,2
3	Improve ability to communicate ideas clearly, both in writing and speaking.	5,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	5,7
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	3,7,8

SEMESTER – I									
Course Title	FUNDAMENTAL OF STATISTICS								
Course code	22UMFS111R	Total credits: 3 Total hours: 30T+30P	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. Learn basic statistical methods for data analysis. 2. Acquire skills in organizing and cleaning data. 3. Apply data analysis techniques to practical problems.								
CO1	Students will have basic knowledge of Statistical methods.								
CO2	Students will gain the knowledge of organizing & Cleaning of Data.								
CO3	Students will be able to gain the Analytical Skill concept								
CO4	Students will be able to acquire the knowledge of basic Data Analysis Procedure for day-to-day use.								
CO5	Students will effectively use statistical methods, organize and clean data, and perform basic data analysis.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Statistical Methods: Definition and scope of Statistics, concepts of statistical population and sample. Data: quantitative and qualitative, attributes, variables, scales of measurement nominal, ordinal, interval and ratio.		8	Identify and categorize data types and measurement scales.				1,2	
II	Presentation: tabular and graphical, including histogram and ogives. Measures of Central Tendency: mathematical and positional. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, skewness and kurtosis.		10	Present data using tables and graphs, and calculate key statistical measures.				1,2	
III	Bivariate data: Definition, scatter diagram, simple, partial and multiple correlation (3 variables only), rank correlation. Simple linear regression, fitting of polynomials and exponential curves.		9	Analyze relationships between variables using correlation and regression.				1,2	
IV	Random experiment: trial, sample point and sample space, event, Operations of Events, concepts of mutually exclusive and exhaustive events. Definition of probability: classical and relative frequency approach. Discrete probability space, Properties of probability, Independence of events, Conditional probability, total and compound probability rules, Normal probability Distribution, Binomial probability Distribution, Poisson Probability Distribution, Bayes' theorem, and		8	Compute probabilities and apply different probability distributions.				1,2	

	its applications.			
V	Testing of hypothesis, parametric test: t-test, z-test, chi-square test. Non-Parametric test: One sample Kolmogorov test, Wilcoxon Signed test, Mann-Whitney Test, Kruskal Wallis test	10	Conduct and interpret both parametric and non-parametric hypothesis tests.	1,2
Practical	<p>1. Introduction to R - A programming language and environment for data analysis and graphics. Syntax of R expressions: Vectors and assignment, vector arithmetic, generating regular sequence, logical vector, character vectors, Index vectors; selecting and modifying subsets of data set</p> <p>2. Data objects: Basic data objects, matrices, partition of matrices, arrays, lists, creating and using these objects; Functions- Elementary functions and summary functions, applying functions to subsets of data. Data frames: The benefits of data frames, creating data frames, combining data frames, Adding new classes of variables to data frames; Data frame attributes.</p> <p>3. Importing data files: import.data function, read.table function; Exporting data: export.data function, cat, write, and write.table functions, function, formatting output - options, and format functions; Exporting graphs - export.graph function. Graphics in R: creating graphs using plot function, box plot, histogram, line plot, steam and leaf plot, pie chart, bar chart, multiple plot layout, plot titles, formatting plot axes; Visualizing the multivariate data: Scatter plot, Q-Q plot, P-P plot.</p> <p>4. Performing data analysis tasks: Reading data with scan function, exploring data using graphical tools, computing descriptive statistics, one sample tests, two sample tests, Goodness of fit tests.</p> <p>5. Parametric test and non-Parametric test</p>	30	Perform data analysis tasks using R, including data manipulation and visualization.	

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic knowledge of Statistical methods.	1,3 & 4
2	Students will gain the knowledge of organizing & Cleaning of Data.	1,2
3	Students will be able to gain the Analytical Skill concept	5,7,8,9
4	Students will be able to acquire the knowledge of basic Data Analysis Procedure for day-to-day use.	5,7
5	Students will effectively use statistical methods, organize and clean data, and perform basic data analysis.	3,7,8

SEMESTER – II									
Course Title	SOCIAL WORK PRACTICE WITH GROUPS								
Course code	22MSWO121R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention To Gain knowledge about group formation and the use of a variety of group approaches. To develop skills and competencies for working with groups in diverse setting 								
CO1	Develop practical understanding of application of the group work method in various practice settings.								
CO2	Understand of various theoretical frameworks and their applications for group work practice.								
CO3	Gain insight into various dimensions of group processes and group work practice								
CO4	Develop competencies and capacities for working with various social groups								
CO5	Understand diverse roles and settings of a group worker, focusing on effective practice with various populations.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Understanding the Concept of Social Group and Group Work - Concept, Meaning, Types, Characteristics and Significance of Group, Historical evolution of Social Group Work, Meaning and definition of Group Work, Objectives, Purpose, and Principles, Group as an Instrument of Social Change.	9	Students will able to learn the basics about social group work.					1,2	
II	Group Development and Process - Pre-Group Planning, Formation and Stages of Group Development - Forming, Storming, Norming, Performing and Adjourning, - Models of Social Group Work - Developmental, Preventive, Remedial, and Recreational.	9	Students will able to understand the process of social group work.					1,2	
III	Tools and Techniques of Social Group Work - Meaning of Programme Planning, Significance of Programme and Programme Media, Principles of Programme Planning, Difficulties in Implementation of Programmes, Leadership and Recording in Social Group Work.	10	Learn various tools and techniques of social case work.					1,2	
IV	Theories and Skills in Social Group Work - Brainstorming, Group Therapy, Support Groups, Theories of Group Dynamics, Isolation, Decision Making, Team Work, Contagion, Conflict, Communication, Relationships and Bonding, Skills for the Group Worker.	8	Students will able to apply various skills to use as a social group worker.					1,2	

V	Role of Social Group Worker and its Different settings - Group Workers as Enabler, Stimulator, Supporter, Guide, Educator, Resource Person, Therapist, and Supervisor – Group Work Practice in Different Settings; Community Settings, Institutional Settings like- Educational Institutions, Hospitals, Rehabilitation Centers, Children’s Home, Old Age Homes - Practice with Women, Child, Youth, and Elderly.	10	Students will able to understand and perform various role of social group worker.	1,2
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TEXT BOOKS:

1. Bhatt R.M. (1960) Records of Group Work Practice in India, Baroda University: Baroda.
2. Button, Leslie. 1976. Development Group Work with Adolescents, London: Hodder and Stoughton Ltd

REFERENCE BOOKS:

1. Cooper, Cary L. 1976. Theories of Group Processes. London: John Wiley & Sons.
2. Crawford, K., Price, M., & Price, B. (2014). Group work Practice for Social Workers. London: Sage.
3. Konopka Gisela (1983 3rd Ed.), Social Group Work a Helping Process, New Jersey: Prentice Hall

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop practical understanding of application of the group work method in various practice settings.	1,3 & 4
2	Understand of various theoretical frameworks and their applications for group work practice.	1,2
3	Gain insight into various dimensions of group processes and group work practice	5,7,8,9
4	Develop competencies and capacities for working with various social groups	5,7
5	Understand diverse roles and settings of a group worker, focusing on effective practice with various populations.	3,7,8

SEMESTER – II									
Course Title	SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION								
Course code	22MSWO122R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To Understand the Development of Social Welfare Organizations Understand Policies and Procedures Involved in Establishing and Maintaining Human Service Organizations. To Enhance Skills and Techniques of Project Evaluation / Resource Mobilization. To demonstrate the relevance of social action method for social worker 								
CO1	Understand the relevance of Social Welfare Administration as a Method of Social Work								
CO2	Learn the basic Principles and components of Social Welfare Organizations								
CO3	Gain an insight about the concept and ideologies of social action.								
CO4	Acquire knowledge and competencies in promoting social action for solving the societal problems								
CO5	Comprehend radical, anti-oppressive, critical, and structural approaches in social work, fostering a nuanced understanding of social action								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Social Welfare Administration: Social Welfare Administration: Meaning, definition, principles, scope and functions &; History of social welfare administration	5	Learn about the concept of social welfare Administration.				1,2		
II	Concept of Welfare Organizations - Concept of Organization, nature, and types, Characteristics of Human Service Organization and Social Welfare organization, Organizational design, and structure (Formal and Informal), Factors Determining Social Welfare Programmes, Principles of Social Welfare Organization; Planning, Organizing, Staffing Directing, Coordination, Reporting and Budgeting.	10	Learn the various concepts of welfare organizations				1,2		
III	Case Studies: Central Social Welfare Board, CRY, Pratham, SOS children's village, Red Cross, Role of Social Workers in Social Welfare Administration.	10	Understand about the National Level Organizations.				1,2		
IV	Social action: Concept, Meaning, Scope, Models of Social Action, Need of Social Action for social change & Approaches and strategies of Social Action. Social Action as a method of Social Work.	10	Learn about Social Action.				1,2		
V	Social Action & Approaches of Social Work: Development of Radical Social Work,	10	Apply the approaches of social action.				1,2		

	Anti-oppressive social work practice, Critical Social work and Structural Social Work practice.			
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REFERENCE BOOKS:

1. Khinduka, S.K & Coughlin, B, J 1975 A Conceptualization of Social Action. The Social 2. Review, 49(1)1-14.
2. Freire, P 1970 Pedagogy of the Oppressed. New York: Continuum. (Unit II)
3. Clark, John 1991 Voluntary Organisations: Their Contribution to Development, London, Earth Scan.
4. Eade Deborah and Literingen Ernst. (ed) 2006 Debating development-NGOs and the Future, New Delhi: Rawat Ginbery, Leon.H 2001

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the relevance of Social Welfare Administration as a Method of Social Work	1,3 & 4
2	Learn the basic Principles and components of Social Welfare Organizations	1,2
3	Gain an insight about the concept and ideologies of social action.	5,7,8,9
4	Acquire knowledge and competencies in promoting social action for solving the societal problems	5,7
5	Comprehend radical, anti-oppressive, critical, and structural approaches in social work, fostering a nuanced understanding of social action	3,7,8

SEMESTER – II									
Course Title	SOCIAL PLANNING, PUBLIC POLICY & GOVERNANCE								
Course code	22MSWO123R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To gain knowledge about concept and process of social planning and public policy. 2. To learn the evolution of social planning and policies in India 3. To understand the importance and models of public policy								
CO1	Understand the approaches to Social Policy.								
CO2	Gain knowledge about Constitutional Position of planning in India.								
CO3	Discuss and distinguish between policy, decision, plan, goals, policy analysis, and policy advocacy.								
CO4	Develop critical insights into the implemented social policies and operational lacunae.								
CO5	Expertise in evaluating and implementing diverse policies, emphasizing sectoral and social policy analysis.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Social Planning - Concept and Need; Social Planning in India- Evolution of Social Planning in India - Planning Commission and NITI Aayog - Composition, Legal Status and Functions of Planning Commission and NITI Aayog, Implementation of social planning at various levels.	9	Students will learn the concept of social policy and planning.				1,2		
II	Public Policy - Concept, Typology - Need and Importance of Public Policy - Models and Approaches of Public Policy.	9	Students will understand the concept and types of public policy.				1,2		
III	Governance - Concept, Meaning and Importance - Governance Principles- Elements of Good Governance - Governance and Policy Implication	9	Students will able to understand principles of good governance.				1,2		
IV	Policy Formulation - Concept and Importance - Techniques of Policy Formulation - Models of Policy Formulation - Constrains of Policy Formulation - Role of Agencies (State/ UN/ NGO /Media) and Social Workers.	9	Students will able to apply the models of policy formulation into practice.				1,2		
V	Social Action & Approaches of Social Work: Development of Radical Social Work, Anti-oppressive social work practice, Critical Social work and Structural Social Work practice.	9	Approaches and methods of sectorial policies.				1,2		

REFERENCE BOOKS:

1. Shakuntala Devi (1996), Social Planning in India: Sarup and sons Publishers, New Delhi.
2. R. Yadav (2008), Social Planning and Development in India: Alfa Publications, New Delhi.
3. Meena J. S. and Ambedkar S. N (2017), Public Policy and Governance in India: ABD Publishers, New Delhi.
4. Chakrabarti R. and Kaushiki S. (2016), Public Policy in India (OISI): Oxford India Short Introductions, Oxford

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the approaches to Social Policy.	1,3 & 4
2	Gain knowledge about Constitutional Position of planning in India.	1,2
3	Discuss and distinguish between policy, decision, plan, goals, policy analysis, and policy advocacy.	5,7,8,9
4	Develop critical insights into the implemented social policies and operational lacunae.	5,7
5	Expertise in evaluating and implementing diverse policies, emphasizing sectoral and social policy analysis.	3,7,8

SEMESTER – II									
Course Title	CONCURRENT FIELDWORK II & STUDY TOUR								
Course code	22MSWO124R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180		0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To know about the Beneficiaries and Nature of Beneficiaries. 2. Understanding the problems in the community. 3. Understanding the natures to resolve problems in the Community. 4. Understanding the process of Community Based Organization. 5. To know how theoretical part of Social Work is directly related to Field Work Practice. 6. Developing skills of Documentation and Reporting of Field Work.								
CO1	Develop the skills of Documentation and Reporting of Field Work.								
CO2	Gain knowledge about Constitutional Position of planning in India,								
CO3	Determine which approaches work in practice and how they must be adapted to specific situations.								
CO4	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.								
CO5	Learn to use supervision and consultation appropriately								

REFERENCE BOOKS:

1. Subedar, I. S. (2001). Field Work Training in Social Work. Jaipur: Rawat Publications
2. Sanjoy Roy (2012), Fieldwork in Social Work, Rawat Publication, Jaipur Columbia University. (2015), Handbook for Student Social Work Recording, School of Social Work.
3. Kadushin, Alfred Harkness, Daniel (2005) Supervision in Social Work, New Delhi: Rawat Publication
4. Kumar, S. (2002), Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the skills of Documentation and Reporting of Field Work.	1,3 & 4
2	Gain knowledge about Constitutional Position of	1,2

	planning in India,	
3	Determine which approaches work in practice and how they must be adapted to specific situations.	5,7,8,9
4	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	5,7
5	Learn to use supervision and consultation appropriately	3,7,8

SEMESTER – II									
Course Title	TECHNO PROFESSIONAL I: COMMUNICATION AND INTERVIEWING SKILLS FOR SOCIAL WORKER								
Course code	22MSWO125R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To demonstrate the differences between interview and interaction 2. To develop effective and purposeful communication. 3. To develop knowledge and skills required to carry out an interview. 4. To develop basic values, ethical concern, attitudes required to be a competent social work interview								
CO1	Understand the process of communication								
CO2	Analyze the need of communication for different types of interviews								
CO3	Relate the role of communication and interview in application of Social Work Profession								
CO4	Demonstrate interviewer skills including effective conversation, emotional control, cultural awareness, critical thinking, and confidentiality.								
CO5	Apply communication and interview principles in practical social work scenarios for real-world effectiveness.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Basics about Communication and Interview Skills: meaning and importance of communication and Interview, process and communication process, Interviewing-objectives, principles of interviewing.		10	Basic concepts of interview and communication.				1,2	
II	Rapport Building: Relationship- Building Skills, Empathy, Authenticity and their practices in the interview process.		25	Learn about process of rapport building				1,2	
III	Applying qualities of effective Communicator and Interview: Communicator; Good listener, Concise, Empathetic, Confident, Friendly, Observant, Appreciative, Polite. Interviewer; Conversation skills, controlled of emotional involvement, cultural competency, critical thinking and confidentiality.		25	Gain knowledge on the applications of various skills of interview.				1,2	

REFERENCE BOOKS:

- Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.
- Larsen, J.A. (2012). Direct Social Work Practice: Theory and Skills (9 th ed.). Pacific Grove, CA: Brooks/Cole

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the process of communication	1,3 & 4
2	Analyse the need of communication for different types of interviews	1,2
3	Relate the role of communication and interview in application of Social Work Profession	5,7,8,9
4	Demonstrate interviewer skills including effective conversation, emotional control, cultural awareness, critical thinking, and confidentiality.	5,7
5	Apply communication and interview principles in practical social work scenarios for real-world effectiveness.	3,7,8

SEMESTER – II									
Course Title	PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP								
Course code	22MSWO126R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To understand the concepts of Project Management for planning to execution of projects. 2. To understand the various stages of project 3. To examine the feasibility of proposed project								
CO1	Produce a project proposal								
CO2	Set up of a start- up offering consultancy services								
CO3	Take up evaluation studies								
CO4	Learn about implementing and monitoring process of a social welfare project								
CO5	Students will understand the concept, characteristics, and challenges of social entrepreneurship.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Basics of Project Management - Introduction, Concepts and Elements, Classification and Features of Project - Project Plan Elements		9	Students will learn the basics of project management				1,2	
II	Feasibility and Technical Aspect- Introduction; Typology -Pre feasibility and feasibility - Project Management Techniques and Cycle.		9	Student will able to understand the technical aspects of a project cycle.				1,2	
III	Project Appraisal - Introduction; Meaning and Concept-Project; Criterion for Project Appraisal; Techniques of Project Appraisal;		9	Students will learn about project appraisal				1,2	
IV	Monitoring and Evaluation - Basic Concepts and Elements in Monitoring - Types of Monitoring - Tools and Techniques of Monitoring - Indicators of Monitoring – Meaning and Objectives of Evaluation - Dimensions; Techniques and Criteria of Evaluation		9	Student will able to apply monitoring and evaluation skills				1,2	
V	Social Entrepreneurship: Concept of Social Entrepreneur; Social Entrepreneurship Characteristics and Challenges.		9	Student will able to promote social entrepreneurship				1,2	

REFERENCE BOOKS:

1. ADB (2002), Project Performance Management System Operations Manual, Section 22. PACS Series, New Delhi.
2. Casley, D.J., & Kumar, K. (1987), Project monitoring and evaluation in agriculture, Johns Hopkins University Press (published for the World Bank), Baltimore and London.

3. Casley, D.J., & Lury, D.A (1987), Monitoring and evaluation of agriculture and rural development projects, Johns Hopkins University Press (published for the World Bank), Baltimore and London.
4. Cemea, M.M., & Tapping, B.J. (1977), A system for monitoring and evaluating agricultural extension projects. World Bank Staff Working Paper No.272. DC: World Bank, Washington.
5. Social planning: concepts and techniques Shastri C. Lucknow print house. Gokhale S.D. Social welfare: Legend and legacy Bombay: Popular Praksham

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Produce a project proposal	1,3 & 4
2	Set up of a start- up offering consultancy services	1,2
3	Take up evaluation studies	5,7,8,9
4	Learn about implementing and monitoring process of a social welfare project	5,7
5	Students will understand the concept, characteristics, and challenges of social entrepreneurship.	3,7,8

SEMESTER – II									
Course Title	MOOCS CE II								
Course code	22MACE121R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	0
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,3 & 4
2	Develop skills to analyze information critically and propose effective solutions.	1,2
3	Improve ability to communicate ideas clearly, both in writing and speaking.	5,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	5,7
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	3,7,8

SEMESTER – II									
Course Title	UNIVERSAL HUMAN VALUES (UHV) + PROFESSIONAL ETHICS								
Course code	22UUHV101R	Total credits: 2 Total hours: 15T+30P	L	T	P	S	R	O/F	C
			1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. Help students appreciate the complementarity between values and skills for sustained happiness and prosperity. 2. Develop a holistic perspective towards life, profession, happiness, and prosperity based on human reality and existence. 3. Highlight the implications of holistic understanding on ethical conduct, trustful behaviour, and enriching interaction with nature. 								
CO1	Learn and understand the Need, Guidelines, Content and Process for Value Education								
CO2	Fulfill the human aspirations like understanding and living in harmony at various levels.								
CO3	Learn and understand harmony in family and society.								
CO4	Learn and understand harmony in nature and existence.								
CO5	Grasp human values, ethical conduct, and professional ethics for sustainable systems.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Need, Basic Guidelines, Content and Process for Value Education <ol style="list-style-type: none"> 1. Understanding the need, basic guidelines, content, and process for Value Education. 2. Self-Exploration–what is it? - its content and process; „Natural Acceptance“ and Experiential Validation- as the mechanism for self-exploration. 3. Continuous Happiness and Prosperity- A look at basic Human Aspirations. 4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority. 5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario 6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels. 		9	Understand the need, guidelines, content, and process for Value Education through self-exploration and natural acceptance.				1,2	

<p>II</p>	<p>Understanding Harmony in the Human Being - Harmony in Myself!</p> <ol style="list-style-type: none"> 1. Understanding human being as a co-existence of the sentient “I” and the material “Body” 2. Understanding the needs of Self (“I”) and “Body” - Sukh and Suvidha. 3. Understanding the Body as an instrument of “I” (I being the doer, seer and enjoyer). 4. Understanding the characteristics and activities of “I” and harmony in “I”. 5. Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail. 6. Programs to ensure Sanyam and Swasthya -Practice Exercises and Case Studies will be taken up in Practice Sessions. 	<p>9</p>	<p>Understand the co-existence of "I" and the body, their needs, and ensure harmony through Sanyam and Swasthya.</p>	<p>1,2</p>
<p>III</p>	<p>Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship</p> <ol style="list-style-type: none"> 1. Understanding Harmony in the family – the basic unit of human interaction. 2. Understanding values in human-human relationship; meaning of Nyaya and program for its fulfilment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship. 3. Understanding the meaning of Vishwas; Difference between intention and competence 4. Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship. 5. Understanding the harmony in the society (society being an extension of family) Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals. 6. Visualizing a universal harmonious order in society- Undivided Society 	<p>9</p>	<p>Grasp the foundational values of human relationships, ensuring trust, respect, and a harmonious society from family to world family.</p>	<p>1,2</p>

	(Akhand Samaj), Universal Order (Sarvabhaum Vyawastha)- from family to world family! -Practice Exercises and Case Studies will be taken up in Practice			
IV	Understanding Harmony in the Nature and Existence - Whole existence as Co- existence <ol style="list-style-type: none"> 1. Understanding the harmony in the Nature 2. Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature 3. Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space 4. Holistic perception of harmony at all levels of existence-Practice Exercises and Case Studies will be taken up in Practice Sessions. 	9	Comprehend the interconnectedness in nature and the holistic harmony at all levels of existence.	1,2
V	Implications of the above Holistic Understanding of Harmony on Professional Ethics <ol style="list-style-type: none"> 1. Natural acceptance of human values 2. Definitiveness of Ethical Human Conduct 3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order. 4. Competence in professional ethics: <ul style="list-style-type: none"> • Ability to utilize the professional competence for augmenting universal human order • Ability to identify the scope and characteristics of people-friendly and eco- friendly production systems, • Ability to identify and develop appropriate technologies and management patterns for above production systems. 5. Case studies of typical holistic technologies, management models and production systems. 6. Strategy for transition from the present state to Universal Human Order: <ul style="list-style-type: none"> • At the level of individual: as socially 	9	Apply human values and ethical conduct to professional competence, promoting sustainable and people-friendly production systems and transitioning towards a Universal Human Order.	1,2

	and ecologically responsible engineers, technologists and managers			
	<ul style="list-style-type: none"> At the level of society: as mutually enriching institutions and organizations 			

TEXT BOOKS:

1. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2.
2. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi, 2010

REFERENCE BOOKS:

1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.
2. PL Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986,1991
4. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III,1972, limits to Growth, Club of Rome’s Report, Universe Books.
6. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
7. A Nagraj, 1998, Jeevan Vidya ek Parichay, Divya Path Sansthan, Amarkantak.
8. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
9. A.N. Tripathy, 2003, Human Values, New Age International Publishers.

OTHER LEARNING RESOURCES:

1. Value Education websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>
2. Story of Stuff, <http://www.storyofstuff.com>
3. Al Gore, An Inconvenient Truth, Paramount Classics, USA
4. Charlie Chaplin, Modern Times, United Artists, USA
5. IIT Delhi, Modern Technology – the Untold Story

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn and understand the Need, Guidelines, Content and Process for Value Education	1,3 & 4
2	Fulfil the human aspirations like understanding and living in harmony at various levels.	1,2
3	Learn and understand harmony in family and society.	5,7,8,9

4	Learn and understand harmony in nature and existence.	5,7
5	Grasp human values, ethical conduct, and professional ethics for sustainable systems.	3,7,8

SEMESTER – II									
Course Title	COMMUNICATION MASTERY (Communicative English & Soft Skills)								
Course code	22UMPD121R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P		0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To familiarize students with the transformation of sentences and the appropriate use of prepositions. To enhance the writing skills in different areas including CV and cover letter writing. To convey meaning by reinforcing, substituting for, or contradicting verbal communication. Productivity and performance boosting activities for professional goal achievement. 								
CO1	Practice of grammar will polish their writing skills.								
CO2	It will enhance their communication and interpretative skills.								
CO3	Introduction to behavioral skills, thoughts, and emotions will enable them to behave in a conscious and productive way.								
CO4	It will have a positive impact in their thought process and problem-solving skills.								
CO5	Grasp the importance of group discussions and develop skills to plan, assess, effectively disagree, initiate, and summarize discussions.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Grammar i. Use of Prepositions ii. Tag questions iii. Idioms, Phrases and Clauses iv. Simple, complex, compound sentences v. Active and Passive Voice vi. Direct and Indirect Speech	12	Students will be able to use prepositions, tag questions, idioms, sentence structures, and voice effectively.				1,2		
II	Writing Skills i. The Basics of Writing; avoid ambiguity and vagueness ii. Paragraph Writing iii. Precis Writing iv. Letter Writing v. Resume, CV and Cover Letter	12	Students will be able to write clearly, including paragraphs, précis, letters, resumes, and cover letters.				1,2		
III	Self-Management Skills i. SWOT Analysis ii. Self-Regulation- Goal Setting iii. Personal Hygiene 4. Understanding the	12	Students will be able to perform SWOT analysis, set goals, and manage personal hygiene.				1,2		

	meaning of Samman, Difference between respect and differentiation; the other salient values in relationship			
IV	Non- Verbal Communication-Sciences of Body Language i. What is Non-Verbal Communication & Body Language, ii. Elements of Communication, iii. Types of Body Language, iv. Importance and Impact of Body Language, v Types of Communication through Body Language, vi. Introduction to Haptic, Introduction to Kinesics, vii. Introduction to Proxemics, viii. Body Language Do's and Don'ts, Doubt Clearing Session.	12	Students will be able to understand body language and its impact.	1,2
V	Group Discussion i. Importance, ii. Planning, Elements, and Skills assessed; iii. Effectively disagreeing, iv. Initiating, Summarizing and Attaining the Objective	12	Students will be able to plan, participate in, and achieve objectives in group discussions.	1,2

TEXT BOOKS:

1. Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
2. McDowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition).

REFERENCE BOOKS:

1. Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking, Ian Tuhovsky ,2019.
2. A Textbook for AECC English Communication: Interfaced. Kironmoy Chetia and Pranami Bania Breez Mohan Hazarika, January 2019.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/x60GHpQ8gJk>
2. https://youtu.be/Ke_oSN-BCaY
3. <https://youtu.be/TDPDtrLxT-c>
4. <https://www.classcentral.com/report/toefl-preparation/>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Practice of grammar will polish their writing skills.	1,3 & 4
2	It will enhance their communication and interpretative skills.	1,2
3	Introduction to behavioural skills, thoughts, and emotions will enable them to behave in a conscious and productive way.	5,7,8,9
4	It will have a positive impact in their thought process and problem-solving skills.	5,7
5	Grasp the importance of group discussions and develop skills to plan, assess, effectively disagree, initiate, and summarize discussions.	3,7,8

SEMESTER – II									
Course Title	COMPUTATIONAL SYSTEMS AND DIGITAL WORLD								
Course code	22UUDL103R	Total credits: 1	L	T	P	S	R	O/F	C
		Total hours: 30P	1	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> Students will be able to understand the fundamentals of computer systems and Internet search along with advanced features of MS-Office. Students will be able to learn data management, statistical analysis and visualization. Students will be able to use social media and e-commerce portals, Digital Payment systems, and other utility software. 								
CO1	Students will have basic understanding of Computer Systems and Internet search.								
CO2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.								
CO3	Students will be able to efficiently and ethically use social media and e-commerce sites.								
CO4	Students will have introduction to various utility software used in research and information management.								
CO5	Students will have basic understanding of Computer Systems and Internet search.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Fundamentals of Computer Systems, Office Automation and Internet Search i. Components of a Computer and their functions. ii. Office Automation using MS-Word, MS-Excel, and MS-PowerPoint. iii. Data management, Statistical Data Analysis and Data Visualization with MS-Excel. iv. Use of Functions, Graphs & Charts in MS-Excel.		5	Students will understand computer components, use MS-Office tools, manage and analyze data in Excel, and effectively navigate and search the internet.				1,2	
II	Internet & Cyber World i. Introduction to Computer Networks, Internet and World Wide Web, Websites and Web portals. ii. Creation and use of Email Accounts. iii. Web browsing, Web Searching, Different aspects of Web Searching- Search Keywords, conditions and combinations. iv. Study of different Search Engines like Google, Microsoft Bing, Yahoo, Yandex, DuckDuckGo, Ask.com etc. v. Cyber Crimes, Cyber Laws and IT Act 2000, India.		5	Students will understand computer networks, manage email, browse and search the web effectively, use search engines, and recognize cyber-crimes and laws.				1,2	
III	Introduction to social media and E-Commerce i. Relevance of social media in present		5	Students will grasp social media usage, create and manage social media accounts, understand E-				1,2	

	<p>scenario. Posting different types of contents in social media.</p> <p>ii. Creating accounts and using some popular social media portals and Apps like WhatsApp, Facebook, etc. Social Media Etiquettes & Crimes.</p> <p>iii. Definition of E-Commerce; E-Commerce versus traditional Commerce.</p> <p>iv. Case studies of popular E-Commerce portals like Amazon. v. E-commerce Etiquettes & Crimes.</p>		Commerce, and review popular E-Commerce platforms.	
IV	<p>Digital Payments and Digital Transactions</p> <p>i. Introduction to Digital Payment Systems.</p> <p>ii. Creating accounts and using Digital Payment Systems like Credit Cards, Debit Cards, Net banking, UPI.</p> <p>iii. Digital payments Etiquettes & Crimes.</p>	5	Students will use digital payment systems, manage accounts, and understand digital payment etiquettes.	1,2
V	<p>Basic Accounting and Utility Software</p> <p>i. Introduction to Basic accounting concepts, Introduction to an Accounting Software like GnuCash or Tally</p> <p>ii. Introduction to Technical Document writing using LaTeX.</p> <p>iii. Introduction to Data Visualization software – Sigma, Google Charts, Tableau.</p>	5	Students will apply basic accounting concepts, use accounting software, create documents with LaTeX, and visualize data with tools like Sigma and Tableau.	1,2

TEXT BOOKS:

1. Sinha Pradeep K. and Priti Sinha. Computer Fundamentals: Concepts Systems & Applications. 3rd ed. New Delhi: BPB Publications.
2. Goel, A, 2010. Computer Fundamentals, Pearson India

REFERENCE BOOKS:

1. Bala Guruswamy, E. 2009 Fundamentals of Computers, Tata McGraw-Hill Education.
2. Bala Guruswamy, 2014. E. Fund of Comp & Programming (Updated Ed Sem. I, Au) Tata McGraw-Hill Education.
3. Lawson, C. 2022. Introduction to Social Media, Oklahoma State University.

OTHER LEARNING RESOURCES:

1. <https://www.w3schools.com>
2. <https://edu.gcfglobal.org>.
3. <https://www.tutorialspoint.com>
4. <https://www.javatpoint.com>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic understanding of Computer Systems and Internet search.	1,3 & 4
2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.	1,2
3	Students will be able to efficiently and ethically use social media and e-commerce sites.	5,7,8,9
4	Students will have introduction to various utility software used in research and information management.	5,7
5	Students will have basic understanding of Computer Systems and Internet search.	3,7,8

SEMESTER – III									
Course Title	BLOCK PLACEMENT								
Course code	22MSWO211R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	0	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. To know about the Beneficiaries and Nature of Beneficiaries. 2. Understanding the problems in the community. 3. Understanding the nature to resolve problems in the communities. 4. Understanding the process of Community Based Organization. 5. To know how the theoretical part of Social Work is directly related to Field Work Practice. 6. Developing skills in Documentation and Reporting of Field Work 								
CO1	Demonstrate mastery in precise fieldwork documentation.								
CO2	Apply critical thinking to understand and adapt approaches in diverse situations.								
CO3	Navigate organizational dynamics in agency-based social work, demonstrating awareness and adaptability.								
CO4	Effectively utilize supervision for professional growth, showcasing development.								
CO5	Initiate active self-assessment for continuous improvement and professional identity development.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate mastery in precise fieldwork documentation.	1,3 & 4
2	Apply critical thinking to understand and adapt approaches in diverse situations.	1,2
3	Navigate organizational dynamics in agency-based social work, demonstrating awareness and adaptability.	5,7,8,9
4	Effectively utilize supervision for professional growth, showcasing development.	5,7
5	Initiate active self-assessment for continuous improvement and professional identity development.	3,7,8

SEMESTER – III									
Course Title	TECHNO-PROFESSIONAL SKILLS III: TECHNO-ORIENTED SKILLS FOR PROFESSIONAL SOCIAL WORKERS								
Course code	22MSWO212R	Total credits: 2 Total hours: 60P	L	T	P	S	R	O/F	C
			1	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To develop the technical skills required in the social work profession. 2. To demonstrate the application of technology in social work practice. 3. To critically evaluate the impact of emerging technologies on social work methodologies and client outcomes.								
CO1	Understand the necessity of computer knowledge in Social Work Practice								
CO2	Learn to manage client systems in a digital platform								
CO3	Understand the ethical challenges of working on a digital platform								
CO4	Demonstrate a thorough understanding of the technology's role in social work practice.								
CO5	Showcase proficiency in technology application through casework, group work, and relevant methods.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Technology Competency: Understanding the role of technology for the social worker.		10	Learn about the need for technology for social worker.				1,2	
II	Demonstration: Demonstration through Casework, group work, and other methods as relevant to techno oriented		25	Demonstrate knowledge through the social work method				1,2	
III	Practicability: Updating information on the website for clients, online client management system.		25	Able to manage through the online platform				1,4	

TEXT BOOKS:

1. Sinha Pradeep K. and Priti Sinha. Computer Fundamentals: Concepts Systems & Applications. 3rd ed. New Delhi: BPB Publications.
2. Goel, A, 2010. Computer Fundamentals, Pearson India

REFERENCE BOOKS:

1. Bala Guruswamy, E. 2009 Fundamentals of Computers, Tata McGraw-Hill Education.
2. Bala Guruswamy, 2014. E. Fund of Comp & Programming (Updated Ed Sem. I, Au) Tata McGraw-Hill Education.
3. Lawson, C. 2022. Introduction to Social Media, Oklahoma State University.

OTHER LEARNING RESOURCES:

1. <https://work.chron.com/technology-skills- licensed-clinical-social- worker-17729.html>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the necessity of computer knowledge in Social Work Practice	1,3 & 4
2	Learn to manage client systems in a digital platform	1,2
3	Understand the ethical challenges of working on a digital platform	5,7,8,9
4	Demonstrate a thorough understanding of the technology's role in social work practice.	5,7
5	Showcase proficiency in technology application through casework, group work, and relevant methods.	3,7,8

SEMESTER – III									
Course Title	NGO ADMINISTRATION								
Course code	22MSWO213R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To develop an understanding of non-governmental organizations. 2. To acquire skills and competence in managing NGOs. 3. To analyze the role of NGOs in addressing global and local social issues, and to assess their effectiveness in creating sustainable change.								
CO1	Learn about the Management of NGOs.								
CO2	Develop skills in planning and management of civil society organizations.								
CO3	Understand the concept of project formulation and its implementation.								
CO4	Understand CSR principles, legal requirements, and evaluate practices using Indian case studies.								
CO5	Create and manage project plans, and assess success to suggest improvements.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	NGO: Concept and Definition, Registration, constitution, rules and procedure, goals.	9	Learn about the concept of NGO.				1,2		
II	Resource Mobilization: Concept, meaning, and importance of fundraising, Resource mobilization. Grant-in- aid. FCRA. Concept meaning and importance of evaluation.	9	Understand the concept of Resource mobilization and its importance.				1,2		
III	Managing NGO: Record keeping, documentation, budgeting, accounting and auditing Staffing, Capacity Building, Training and Development Organizational behaviour	9	Learn about the essential components of NGO.				1,2		
IV	Corporate Social Responsibility: Conceptual underpinnings, Legal Provision for CSR in Company Act 2013, Work Areas defined under CSR, Approaches to CSR, Experiences from Indian CSRs	9	Understand the concept of Corporate Social Responsibility and different approaches of CSR.				3,4		
V	Project planning and execution: Formulation of project proposals, Project implementation, Project Evaluation, Project appraisal.	9	Learn about planning and execution				4		

TEXT BOOKS:

1. Chandra, Snehlata (2003). Guidelines for NGOs Management in India, New Delhi: Kanishka Publications.
2. Ventakatanath, C (2009). NGO,,S & Rural Development, Arise Publishers and Distributors: New Delhi.

REFERENCE BOOKS:

1. Aggarwal, Sanjay K., 2008. Corporate Social Responsibility in India, Sage Publications: New Delhi.
2. Levis, D, 2001 The Management of Non-Governmental Development Organization and Introduction, Routledge. (MODULE II &V): London.
3. Ray, S & Siva Raju S, 2014. Implementing Corporate Social Responsibility: Indian Perspective, Springer India: New.\

OTHER LEARNING RESOURCES:

1. <https://work.chron.com/technology-skills-licensed-clinical-social-worker-17729.html>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn about the Management of NGOs.	1,3 & 4
2	Develop skills in planning and management of civil society organizations.	1,2
3	Understand the concept of project formulation and its implementation.	5,7,8,9
4	Understand CSR principles, legal requirements, and evaluate practices using Indian case studies.	5,7
5	Create and manage project plans, and assess success to suggest improvements.	3,7,8

SEMESTER – III									
Course Title	MOOCS-CE III								
Course code	22MACE212R	Total credits: 2 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,3 & 4
2	Develop skills to analyze information critically and propose effective solutions.	1,2
3	Improve ability to communicate ideas clearly, both in writing and speaking.	5,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	5,7
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	3,7,8

SEMESTER – III									
Course Title	MOOCS-CE IV								
Course code	22MACE213R	Total credits: 2 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,3 & 4
2	Develop skills to analyze information critically and propose effective solutions.	1,2
3	Improve ability to communicate ideas clearly, both in writing and speaking.	5,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	5,7
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	3,7,8

SEMESTER – III									
Course Title	RESEARCH ETHICS								
Course code	22UMRE214R	Total credits: 01	L	T	P	S	R	O/F	C
		Total hours: 30P	0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To provide students with a comprehensive foundation in empirical research methodologies and practices. To familiarize students with relevant guidelines, policies, and codes pertaining to ethical research. To explore and analyze ethical theories and concepts in the context of conducting research 								
CO1	To be able to describe and apply theories and methods in ethics and research ethics								
CO2	To acquire an overview of important issues in research ethics, like responsibility for research, ethical vetting, and scientific misconduct.								
CO3	To acquire skills in presenting arguments and results of ethical inquiries.								
CO4	To be able to Identify the concepts and procedures of sampling, data collection, analysis, and reporting								
CO5	Apply ethical theories, address research ethics issues, present arguments, and perform key research procedures.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	ETHICS: Introduction to the course and each other; an introduction to moral theory. Ethics: definition, moral philosophy, nature of moral judgments and reactions. Research regulation; self-regulation; research ethics. Honesty, candor, compromise, and integrity. Data ownership and stewardship; conflicts of interest; collaboration. Human and non-human subjects. Research and researchers in society.	9	Learn about the concept of NGO.				1,2		
II	SCIENTIFIC CONDUCT- Ethics with respect to science and research. Intellectual honesty and research integrity. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP). Redundant publications: duplicate and overlapping publications, salami slicing. Selective reporting and misrepresentation of data.	9	Understand the concept of Resource mobilization and its importance.				1,2		
III	PUBLICATION ETHICS: Definition, introduction, and importance. Best practices/standards setting initiatives and guidelines: COPE, WAME, etc. Conflicts of interest. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types. Violation of publication ethics, authorship, and contributor	9	Learn about the essential components of NGO.				1,2		

	ship. Identification of publication misconduct, complaints, and appeals. Predatory publishers and journals.			
IV	<p>OPEN ACCESS PUBLISHING: Open access publications and initiatives. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies. A software tool to identify predatory publications developed by SPPU. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc</p> <p>PUBLICATION MISCONDUCT: Group Discussions; Subject-specific ethical issues, FFP, authorship. Conflicts of interest. Complaints and appeals: examples and fraud from India and abroad. Software tools; Use of plagiarism software like Turnitin, Urkund, and other open- source software tools.</p>	9	Understand the concept of Corporate Social Responsibility and different approaches of CSR.	3,4
V	<p>DATABASES AND RESEARCH METRICS–Databases: Indexing databases. Citation databases: Web of Science, Scopus, etc. Research Metrics: Impact Factor of the journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score. Metrics: h-index, g index, I 10 indexes, altimetric.</p>	9	Learn about planning and execution	4

TEXT BOOKS:

1. Bird, A (2006). Philosophy of Science. Routledge.
2. Macintyre, Alasdair (1967) A Short History of Ethics. London.
3. Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019).

REFERENCE BOOKS:

1. National Academy of Science, National Academy of Engineering and Institute of Medicine (2009). On Being a Scientist: A Guide of Responsible Conduct in Research: Third Edition, National academics Press.
2. George R, (2011). Sociological Theory, Rawat Publication, New Delhi, India.
George R, (2019). Post-Modern Social Theory, Rawat Publication, New Delhi, India.

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	To be able to describe and apply theories and methods in ethics and research ethics	1,3 & 4
2	To acquire an overview of important issues in research ethics, like responsibility for research, ethical vetting, and scientific misconduct.	1,2
3	To acquire skills in presenting arguments and results of ethical inquiries.	5,7,8,9
4	To be able to Identify the concepts and procedures of sampling, data collection, analysis, and reporting	5,7
5	Apply ethical theories, address research ethics issues, present arguments, and perform key research procedures.	3,7,8

SEMESTER – III									
Course Title	MINI RESEARCH (SURVEY/EXPERIMENTS – R3)								
Course code	22MSWR211R	Total credits: 04	L	T	P	S	R	O/F	C
		Total hours: 150	0	0	6	4	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To understand the concepts and the meanings of survey(s). 2. To explore different types of surveys. 3. To identify what types of the survey will be useful to what kinds of studies.								
CO1	Able to understand the concepts and the meanings of surveys.								
CO2	Learn various types of surveys.								
CO3	Familiarize the right types of survey methods for personal studies.								
CO4	Apply survey methods for data collection in various research fields.								
CO5	Select appropriate surveys to gather opinions and characteristics from different groups.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Concepts & Meaning of Survey, principles, and ethics of surveys.		50	Understand the concepts, principles, and ethics of surveys.				1,2	
II	Types of Survey – a) Face-to-face interviews, b) Telephone survey, c) Focus Group Discussion (FGD), d) Online surveys, e) Panel surveys		50	Identify and differentiate between various types of surveys.				1,2	
III	Usage of surveys – qualitative method, quantitative method, and Mixed method		50	Apply surveys in qualitative, quantitative, and mixed-method research.				1,2	

TEXT BOOKS:

1. Kothari, C & R., Garg, G. (2019). Research Methodology (Methods and Techniques). New Age International Publisher.
2. Moser, C.A., & Kalton, K. Survey Methods in Social Investigation.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Able to understand the concepts and the meanings of surveys.	1,3 & 4
2	Learn various types of surveys.	1,2
3	Familiarise the right types of survey methods for personal studies.	5,7,8,9
4	Apply survey methods for data collection in various research fields.	5,7

5	Select appropriate surveys to gather opinions and characteristics from different groups.	3,7,8
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SEMESTER – III									
Course Title	CORPORATE PROFICIENCY								
Course code	22UMPD211R	Total credits: 02 Total hours: 60	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To acquaint students with the various tools of an effective presentation. To acquire the speaking skill to instruct, influence, engage, educate, or appease the listeners. To increase proficiency, presentability, and quality of resume and provide guidance for self-promotion and self-evaluation in social media. To prepare and train the students for the campus drives & walking interviews. 								
CO1	Able to understand the concepts and the meanings of surveys.								
CO2	Learn various types of surveys.								
CO3	Familiarize the right types of survey methods for personal studies.								
CO4	Apply survey methods for data collection in various research fields.								
CO5	Select appropriate surveys to gather opinions and characteristics from different groups.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	<p>Presentation Skills: Introduction, essential characteristics of a good presentation, reparation of a good presentation.</p> <p>Public Skills: Fear of Public Speaking, Understanding and Overcoming Fear of Public Speaking, Confidence and Control, Physiology and Stress - Control/Process, Tips for Presentations and Public Speaking, Tips for Using Visual Aids in Presentations, Process for Preparing and Creating Presentations, Delivering Presentations Successfully, Doubt Clearing and Summary of Main Points</p>	12	Students will prepare and deliver effective presentations, utilizing essential characteristics and visual aids.				1,2		
II	<p>Practical session on Resume, Curriculum Vitae, Writing cover letter & LinkedIn Profile: Preparation, submission & screening of Resume. Practical session on cover letter screening session, creating a profile on LinkedIn, How to utilize it</p>	12	Students will overcome the fear of public speaking, developing confidence and control for successful presentations.				1,2		
III	<p>Leadership & Management Skills: Concepts of Leadership, Leadership Styles, Manager VS Leader, ow to be an Effective Leader, Mock/ Practice Session, Doubt Clearing Session.</p>	12	Students will create and optimize professional documents, including resumes, cover letters, and LinkedIn profiles.				1,2		
IV	<p>Writing Skills: How to write a research paper, key point in Research Work.</p> <p>Interview Skills & Dress code Ethics: Types of the interview- telephonic, virtual & face to</p>	12	Students will understand and apply leadership concepts and styles to practice effective leadership skills.				3,4		

	face, Online interview, personal interview, Panel interview, Group interview, JAM session, Types of interview questions-traditional/common interview questions, Case interview questions, General Strategies for answering questions, Marketing your skills and experiences, Preparation before the interview, How to dress up for an interview, How to maintain eye contact and positive body language, How to be presentable, Interview dos and don'ts, Introduction to Dress Code Ethics, Purpose and Importance How to Make "FIRST IMPRESSION", What to Wear During Interviews or Any Other Formal Meetings – Male & Female.			
V	Mock Interview: Practical Mock Interview, Feedback- Receiving Feedback, Giving Feedback, Advantages of Effective Feedback, how to deal with negative feedback.	12	Students will prepare for various types of interviews and understand dress code ethics to make a strong first impression.	4,5

TEXT BOOKS:

1. Kothari, C & R., Garg, G. (2019). Research Methodology (Methods and Techniques). New Age International Publisher.
2. Moser, C.A., & Kalton, K. Survey Methods in Social Investigation.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Able to understand the concepts and the meanings of surveys.	1,3 & 4
2	Learn various types of surveys.	1,2
3	Familiarise the right types of survey methods for personal studies.	5,7,8,9
4	Apply survey methods for data collection in various research fields.	5,7
5	Select appropriate surveys to gather opinions and characteristics from different groups.	3,7,8

SEMESTER – III									
Course Title	RURAL & TRIBAL COMMUNITY DEVELOPMENT								
Course code	22MSWC214R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To understand the dynamics of rural society. 2. To learn the characteristics of tribal society. 3. To enhance the understanding of complex land ownership patterns of the rural and tribal communities.								
CO1	Develop an understanding of rural and tribal communities of India.								
CO2	Understand the importance of land reform policy in India.								
CO3	Understand the dynamics of Rural Industrialization.								
CO4	Develop skills for working with both rural and tribal societies.								
CO5	Develop strategies and approaches to address the challenges faced by rural industries								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction to Rural Society – Nature of Rural Social Structure; Caste, Group, and Power Dynamics; Concept, Characteristics, and Classification of Tribal Society	10	Understand the concept of rural, caste, and characteristics of Tribal society.	1,2					
II	Rural and Tribal Community – Historical Perspectives of Community (Rural and Tribal) Development and; Approaches to Community (Rural and Tribal) Development; Tribal Development in pre- and post-independent era.	10	Learned on development of pre & post- independent eras, and approaches to rural & tribal development.	1,2					
III	Panchayati Raj System - Historical overview and Post- Independent Period; The Constitution (73 rd Amendment) Act, 1992; PESA 1996; Sixth Schedule in NE states; Fifth Schedule	10	Understanding of the sixth schedule in NE states, & the Constitution.	1,2					
IV	Land Issues in India - Land Alienation: Modernization and Urbanization; Land Reform; Green Revolution; Peasant Movement.	9	Understand the issues of land alienation, Modernisation, reform, and the Peasant Movement.	3,4					
V	Rural Industrialization - Nature and Features of Rural Industry; Argo-based Industries – Problems and Challenges of Rural Industry -Co- operative movement in India	12	Demonstrate the salient features, problems, and challenges of Rural movement in India.	4,5					

TEXT BOOKS:

1. Jain, Gopal Lal (1997). Rural Development. Jaipur: Mangal Deep publications.
2. Vidyarthi, L.P. & Rai, Binay Kumar (1976). The tribal culture of India. New Delhi: Concept publishing company.

REFERENCE BOOKS:

1. Doshi, S.L. (1999). Rural sociology. New Delhi: Rawat publications.
2. Desai, A.R. (1969). Rural Sociology in India. Bombay: Popular Prakashan.
3. Nath, Govind Chandra (2006). Tribal Development in India: The Contemporary Debate

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop an understanding of rural and tribal communities of India.	1,3 & 4
2	Understand the importance of land reform policy in India.	1,2
3	Understand the dynamics of Rural Industrialization.	5,7,8,9
4	Develop skills for working with both rural and tribal societies.	5,7
5	Develop strategies and approaches to address the challenges faced by rural industries	3,7,8

SEMESTER – III									
Course Title	URBAN COMMUNITY DEVELOPMENT								
Course code	22MSWC215R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To introduce the students to the Meaning and Concept of Urban Community Development. 2. To learn the necessity and importance of strategies for Urban Community Development. 3. To gain knowledge on Urban Municipal Administration.								
CO1	Understand the concept and principles of Urban Community Development.								
CO2	Develop an understanding of slums and problems of slums.								
CO3	Develop an understanding on Urban Policy and Programmes of India.								
CO4	Investigate the role of municipalities, CBOs and NGOs.								
CO5	Develop skills in urban data analysis, spatial planning, and mapping techniques.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Sociology of urban community - meaning, definition characteristics, types. Concepts related to urban areas town, city, urban agglomeration, urban growth, Shanti town. Urbanization its nature, trends and patterns, and Differences between rural, urban and tribal communities.		10	Understand the concepts, types, and characteristics of urban, rural, and tribal communities.				1,2	
II	Urban community development – Principles and Strategies urban community development in India. Current issues of urban areas; socio-cultural, economic, and environmental; such as Housing Health, Sanitation, Education and Livelihood, Issues of rehabilitation and resettlement, Issues related to vulnerable population		10	Learned on development of pre & post- independent eras, and approaches to rural & tribal development.				1,2	
III	Slums - Definition, characteristics, and theories of Slums, Indian slums in general, improvement in slum clearance and slum, factors contributing to the urban poor, and habitat programs.		8	Demonstrate the characteristics, theories of Slums, and factors contributing to urban Slums.				1,2	
IV	Urban Governance and Development (74th Amendment) - Structure, composition, functions and current issues, its Role, and importance in urban community development, town planning.		7	Understand the structure, functions, and current issues of urban Community and town planning.				3,4	
V	Urban Development Policy and programmes -National Urban Renewal Mission, Urban Infrastructure Development Scheme for Small & Medium Towns		10	Understanding of the schemes, programmes, and laws of urban development present in the Indian Country.				1,2	

(UIDSSMT), UBSP, North-Eastern Region Urban Development Programme (NERUDP), Pooled Finance Development Fund Scheme and laws relating to urban development.			
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TEXT BOOKS:

1. Cherunilam, Francis (1984). Urbanisation in Developing Countries: A Socio-economic and Demographic Analysis. Mumbai: Himalya Publishing House.
2. Bhattacharya, B (2006). Urban Development in India. Delhi: Concept Publishing Co.

REFERENCE BOOKS:

1. Sachdeva, Pardeep (2008). Revamping Urban Governments in India. New Delhi: Kitab Mahal Publishers.
2. Bhargava, Gopal (1993). India in 21st Century – Challenges and Opportunities. New Delhi: Anmol Publishing.
3. Bijlani, H.U (2009). Urban problems. New Delhi: Centre for Urban Studies, Indian Institute of Public Administration.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept and principles of Urban Community Development.	1,3 & 4
2	Develop an understanding of slums and problems of slums.	1,2
3	Develop an understanding on Urban Policy and Programmes of India.	5,7,8,9
4	Investigate the role of municipalities, CBOs and NGOs.	5,7
5	Develop skills in urban data analysis, spatial planning, and mapping techniques.	3,7,8

SEMESTER – III									
Course Title	LIVELIHOOD AND SUSTAINABLE DEVELOPMENT								
Course code	22MSWC216R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To study the concept of Sustainable Development. 2. To understand the dynamics of Rural Livelihood in India. 3. To grasp frameworks of sustainable livelihood approaches.								
CO1	Understand the approaches to Sustainable Development.								
CO2	Interpret the frameworks of sustainable livelihood approaches.								
CO3	Understand the role of various institutions in Livelihood promotion.								
CO4	Evaluate the role of individuals and professionals for sustainable livelihood promotion								
CO5	Understand the characteristics and distinguishing features of underdeveloped, developing, and developed economies								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Sustainable Development - Concept, Components, and Strategies.	6	Understanding Sustainable Development				1,2		
II	Sustainable Development Goal - Overview, Issues, and Challenges; Evolution from MDG to SDG.	9	Understand the Evolution of MDG to SDG.				1,2		
III	Livelihood - Conceptual Underpinnings; Frameworks (OXFAM, DFID, UN; Livelihood Strategies; Sustainable Livelihood Approach	10	Understand the concept, and strategies of a sustainable livelihood approach				1,2		
IV	Rural Livelihood in India - Overview and Evolution; MGNREGS; NRLM; Assam Rural Livelihood Mission; PMKVY etc. Microfinance and Rural Livelihood; SHGs: Issues and Challenges	10	Understanding the overview, and Evolution of various schemes and programs of rural Livelihood in India; Issues and Challenges				3,4		
V	Economy: Characteristics of under-developed, developing and developed economies, Roles of World Bank, IMF in influencing the developing economies.	10	Understand the under-developed, developing and developed economies; roles of IMF & World Bank.				1,2		

TEXT BOOKS:

1. Scoones, Iaan (2015). Sustainable Livelihoods and Rural Development. Agrarian Change & Peasant Studies: Practical Action Publishing.
2. Elliott, Jennifer A. (2013). An Introduction to Sustainable Development. New York: Routledge.

REFERENCE BOOKS:

1. Jones, Jason (2021). How to Uplift a Community through Sustainable

Development. Independently published.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the approaches to Sustainable Development.	1,3 & 4
2	Interpret the frameworks of sustainable livelihood approaches.	1,2
3	Understand the role of various institutions in Livelihood promotion.	5,7,8,9
4	Evaluate the role of individuals and professionals for sustainable livelihood promotion	5,7
5	Understand the characteristics and distinguishing features of underdeveloped, developing, and developed economies	3,7,8

SEMESTER – III									
Course Title	MEDICAL SOCIAL WORK - I								
Course code	22MSWM214R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To understand the concept of health, hygiene, and Medical Social Work. To gain knowledge on the history of Medical social work and its practice in different medical settings. To understand the practice of healthcare services in Community and hospital settings. 								
CO1	Understand the concepts and need of Medical Social Work.								
CO2	Develop a holistic approach on health and hygiene and the psycho- social problems seen in medical setting.								
CO3	Understand various health policies and legislations of India.								
CO4	Demonstrate familiarity with Medical Social Work and the roles, skills and functions of medical social workers for enhancing health and wellbeing.								
CO5	Understand the role, functions, and responsibilities of Medical Social Workers.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Health Hygiene and Medical Social Work - Meaning and Concept of Health and Hygiene - Concept, Meaning Definition and Scope of Medical Social Work, Historical development in medical social work in the West and India - Medical social work practice in different settings- Hospitals, Hospice centres, special clinics, and community health, Social Support and self-help groups.	10	Understanding	Sustainable	Development	1,2			
II	Health Work in the Community - Identifying the existing health services- Government and Non-Government, the Role of family in the management of health and disease, the Importance of Doctor–Patient relationship, Use of volunteers in Health Care during the Pandemic.	7	Understand the	Evolution of	MDG to SDG.	1,2			
III	Health Work in the Hospital Setting - Organization of Medical social work department, functions, and collaborations, Work with the Patient, Family, and Community, Importance of teamwork and multi- disciplinary approach, Health care models, and Alternative system of health.	8	Understand the	department,	functions, and collaboration of	1,2			
IV	Psycho-social Problems – Major communicable diseases: Tuberculosis, STDs,	12	Understand	Communicable &	non- communicable diseases;	3,4			

	HIV/AIDS, Polio, Diarrheal diseases, Malaria, typhoid, leprosy, Major non-communicable diseases: cancer, diabetes, hypertension / hypotension, cardiovascular diseases, neurological disorders, and asthma. Other diseases: Nutritional disorders, Occupational health hazards, PTSD, Post- Partum Depression, Paediatric health problems, Geriatric health problems, Reproductive Health Problems		Occupational health; Nutritional disorders.	
V	Role, functions and problems of Medical Social Workers - Role of Medical Social Workers, Functions and skills used in Medical Social Work Practice, Problems encountered by Medical social Workers in the field. Role of international organizations in health care, Occupational Health and relevant Legislations	8	Understand the role, functions, skills, problems encountered by medical social work.	1,2

TEXT BOOKS:

1. Bajpai, P.K. (Ed.) (1997). Social Work perspectives in health. Delhi: Rawat Publications.
2. Elliott, Jennifer A. (2013). An Introduction to Sustainable Development. New York: Routledge.
2. Golstein, D. (1955). Expanding Horizons in Medical Social Work. Chicago: University of Chicago Press.

REFERENCE BOOKS:

1. Barlett, H.M. (1961). Social Work Practice in the Health Field. New York: National Association of Social Workers Press.
2. Crowley, M.F. (1967). A New Look at Nutrition. London: Pitman Medical Publishing Company Ltd.
3. Field, M. (1963). Patients are People - A Medical - Social Approach to Prolonged Illness. New York: Columbia University Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concepts and need of Medical Social Work.	1,3 & 4
2	Develop a holistic approach on health and hygiene and the psycho- social problems seen in medical setting.	1,2

3	Understand various health policies and legislations of India.	5,7,8,9
4	Demonstrate familiarity with Medical Social Work and the roles, skills and functions of medical social workers for enhancing health and wellbeing.	5,7
5	Understand the role, functions, and responsibilities of Medical Social Workers.	3,7,8

SEMESTER – III									
Course Title	PSYCHIATRIC SOCIAL WORK								
Course code	22MSWM215R	Total credits: 03 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To understand the concept of Psychiatric Social Work and its approaches. 2. To know about various Policies and Legislations related to Mental Health. 3. To understand the roles and responsibilities of psychiatric social workers in various settings. 4. To understand the concept of Psychiatric Rehabilitation.								
CO1	Demonstrate familiarity with psychiatric social work approaches.								
CO2	Understand the role of psychiatric social workers in various settings.								
CO3	Develop an understanding of concept of Psychiatric Rehabilitation.								
CO4	Demonstrate an understanding of various policies and legislations related to Mental Health.								
CO5	Develop a comprehensive understanding of the psychological impact of trauma and the principles of trauma-informed care								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Health Hygiene and Medical Social Work - Meaning and Concept of Health and Hygiene - Concept, Meaning Definition and Scope of Medical Social Work, Historical development in medical social work in the West and India - Medical social work practice in different settings- Hospitals, Hospice centres, special clinics, and community health, Social Support and self-help groups.	10	Understanding Sustainable Development				1,2		
II	Health Work in the Community - Identifying the existing health services- Government and Non-Government, the Role of family in the management of health and disease, the Importance of Doctor–Patient relationship, Use of volunteers in Health Care during the Pandemic.	7	Understand the Evolution of MDG to SDG.				1,2		
III	Health Work in the Hospital Setting - Organization of Medical social work department, functions, and collaborations, Work with the Patient, Family, and Community, Importance of teamwork and multi- disciplinary approach, Health care models, and Alternative system of health.	8	Understand the department, functions, and collaboration of Medical Social Work; the importance of the multi-disciplinary approach.				1,2		
IV	Psycho-social Problems – Major communicable diseases: Tuberculosis, STDs, HIV/AIDS, Polio, Diarrheal diseases, Malaria, typhoid, leprosy, Major non-communicable	12	Understand Communicable & non- communicable diseases; Occupational health; Nutritional disorders.				3,4		

	diseases: cancer, diabetes, hypertension / hypotension, cardiovascular diseases, neurological disorders, and asthma. Other diseases: Nutritional disorders, Occupational health hazards, PTSD, Post-Partum Depression, Paediatric health problems, Geriatric health problems, Reproductive Health Problems			
V	Role, functions and problems of Medical Social Workers - Role of Medical Social Workers, Functions and skills used in Medical Social Work Practice, Problems encountered by Medical social Workers in the field. Role of international organizations in health care, Occupational Health and relevant Legislations	8	Understand the role, functions, skills, problems encountered by medical social work.	1,2

TEXT BOOKS:

1. Bhatia, M.S (2000). Essentials of Psychiatry (Ninth Edition). CBS Publishers & Distributor.
2. Ahuja, Niraj (2011). A short Textbook of Psychiatry (Seventh Edition). JPB Publisher.

REFERENCE BOOKS:

1. Pregel (1971). Psychiatry self-Assessment review. New Delhi: Methrayl.
2. Robert, J.W. (1998). Psychiatry for Medical Students. Chennai medical publishers
3. National mental Health Programme for India, Ministry of Health and Family Welfare.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate familiarity with psychiatric social work approaches.	1,3 & 4
2	Understand the role of psychiatric social workers in various settings.	1,2
3	Develop an understanding of concept of Psychiatric Rehabilitation.	5,7,8,9
4	Demonstrate an understanding of various policies and legislations related to Mental Health.	5,7
5	Develop a comprehensive understanding of the psychological impact of trauma and the principles of trauma-informed care	3,7,8

SEMESTER – III									
Course Title	MENTAL HEALTH & SOCIAL WORK								
Course code	22MSWM216R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To understand the concept of Mental Health, Behaviour, and the importance of Psychiatric Social Work To know about various Psychiatric disorders along with their symptoms, causes, and treatment processes. To understand the Psychiatric Assessment Tools and Behavioural therapies to be practiced in Psychiatric Social Work. To understand the roles and responsibilities of psychiatric social workers in the treatment and rehabilitation of patients with mental illness. 								
CO1	Understand the importance of the concept of mental health and its implications.								
CO2	Understand the role of psychiatric social workers in treatment and rehabilitation of mentally ill.								
CO3	Understand human behavior and psychiatric disorders observed in different settings.								
CO4	Demonstrate skills in psychiatric assessments and therapies used in Psychiatric Social Work Practice.								
CO5	Acquire knowledge of mental health disorders, their etiology, symptoms, and treatment approaches								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Mental Health and Psychiatric Social Work - Mental Health: Concept, Meaning and Definition, Behaviour: Normal and Abnormal, Psychiatric Social Work: Concept, Meaning, Definition and Scope, Historical Developments of Psychiatric Social Work.	9	Understand the concept of mental health, behaviour; historical development of psychiatric social work				1,2		
II	Common Mental Disorders I - Symptoms, Causes and Treatment Disorders under Psychosis, Disorders under Neurosis, Personality Disorders: Cluster A, Cluster B, and Cluster C, Developmental Disorders: Autism, Intellectual Disability, ADHD	8	Understand the various symptoms, and causes of Mental illness.				1,2		
III	Sexual Disorders: Paraphilia, Fetishism, Voyeurism, sexual sadism, paedophilia & incest, Substance Abuse: Alcohol, Marijuana, Nicotine, Sedative, Stimulant and Hallucinogen Use Disorders, Stress, and related disorders	8	Understand various diseases of sexual disorders and stress-related disorder				1,2		
IV	Psychiatric Assessment and Therapies - History taking and Mental Status Examination, Behaviour Therapies: Cognitive behavioural Therapy, Rational Emotive behavioural	13	Understand the various modules of psychiatric disorder assessment & Therapies				3,4		

	Therapy, Transactional Analysis, Client-centered Therapy, Relaxation Therapy, Humanistic Therapy, Play Therapy, Art Therapy, Music Therapy, Occupational Therapy			
V	Role of Psychiatric Social Workers - The role of psychiatric social workers in the treatment and rehabilitation of mentally ill	7	Understand the role, treatment, and rehabilitation played by the psychiatric social worker	1,2

TEXT BOOKS:

1. Goldstein, E. (1984). Ego Psychology and Social Work Practice. New York: Free Press.
2. Pregeest (1971). Psychiatry self-Assessment Review. New Delh: Methrayl.

REFERENCE BOOKS:

1. Berriors, G.E., & Dawson, J.H. (1983). Treatment and Management in Adult Psychiatry London: Bailliere Tindall.
2. Robert, J.W. (1998). Psychiatry for Medical Students. Chennai Medical Publishers.
3. Coombs, R. H. (2005): Addiction Counseling Review: Preparing for Comprehensive, Certification, & Licensing Examination. London: Lawrence Erlbaum Associates.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the importance of the concept of mental health and its implications.	1,3 & 4
2	Understand the role of psychiatric social workers in treatment and rehabilitation of mentally ill.	1,2
3	Understand human behaviour and psychiatric disorders observed in different settings.	5,7,8,9
4	Demonstrate skills in psychiatric assessments and therapies used in Psychiatric Social Work Practice.	5,7
5	Acquire knowledge of mental health disorders, their ethology, symptoms, and treatment approaches	3,7,8

SEMESTER – III									
Course Title	MENTAL HEALTH & SOCIAL WORK								
Course code	22MSWM216R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To understand the concept of Mental Health, Behaviour, and the importance of Psychiatric Social Work To know about various Psychiatric disorders along with their symptoms, causes, and treatment processes. To understand the Psychiatric Assessment Tools and behavioural therapies to be practiced in Psychiatric Social Work. To understand the roles and responsibilities of psychiatric social workers in the treatment and rehabilitation of patients with mental illness. 								
CO1	Understand the importance of the concept of mental health and its implications.								
CO2	Understand the role of psychiatric social workers in treatment and rehabilitation of mentally ill.								
CO3	Understand human behaviour and psychiatric disorders observed in different settings.								
CO4	Demonstrate skills in psychiatric assessments and therapies used in Psychiatric Social Work Practice.								
CO5	Acquire knowledge of mental health disorders, their etiology, symptoms, and treatment approaches								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Mental Health and Psychiatric Social Work - Mental Health: Concept, Meaning and Definition, Behaviour: Normal and Abnormal, Psychiatric Social Work: Concept, Meaning, Definition and Scope, Historical Developments of Psychiatric Social Work.	9	Understand the concept of mental health, behaviour; historical development of psychiatric social work				1,2		
II	Common Mental Disorders I - Symptoms, Causes and Treatment Disorders under Psychosis, Disorders under Neurosis, Personality Disorders: Cluster A, Cluster B, and Cluster C, Developmental Disorders: Autism, Intellectual Disability, ADHD	8	Understand the various symptoms, and causes of Mental illness.				1,2		
III	Sexual Disorders: Paraphilia, Fetishism, Voyeurism, sexual sadism, paedophilia & incest, Substance Abuse: Alcohol, Marijuana, Nicotine, Sedative, Stimulant and Hallucinogen Use Disorders, Stress, and related disorders	8	Understand various diseases of sexual disorders and stress-related disorder				1,2		
IV	Psychiatric Assessment and Therapies - History taking and Mental Status Examination, Behaviour Therapies: Cognitive behavioural Therapy, Rational Emotive behavioural Therapy, Transactional Analysis, Client-centered Therapy, Relaxation Therapy, Humanistic Therapy, Play Therapy, Art Therapy, Music Therapy, Occupational Therapy	13	Understand the various modules of psychiatric disorder assessment & Therapies				3,4		

V	Role of Psychiatric Social Workers - The role of psychiatric social workers in the treatment and rehabilitation of mentally ill	7	Understand the role, treatment, and rehabilitation played by the psychiatric social worker	1,2
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TEXT BOOKS:

1. Goldstein, E. (1984). Ego Psychology and Social Work Practice. New York: Free Press.
2. Pregeest (1971). Psychiatry self-Assessment Review. New Delhi: Methrayl.

REFERENCE BOOKS:

1. Berriors, G.E., & Dawson, J.H. (1983). Treatment and Management in Adult Psychiatry. London: Bailliere Tindall.
2. Robert, J.W. (1998). Psychiatry for Medical Students. Chennai Medical Publishers.
3. Coombs, R. H. (2005): Addiction Counseling Review: Preparing for Comprehensive, Certification, & Licensing Examination. London: Lawrence Erlbaum Associates.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the importance of the concept of mental health and its implications.	1,3 & 4
2	Understand the role of psychiatric social workers in treatment and rehabilitation of mentally ill.	1,2
3	Understand human behaviour and psychiatric disorders observed in different settings.	5,7,8,9
4	Demonstrate skills in psychiatric assessments and therapies used in Psychiatric Social Work Practice.	5,7
5	Acquire knowledge of mental health disorders, their ethology, symptoms, and treatment approaches	3,7,8

SEMESTER – III									
Course Title	SOCIAL WORK WITH FAMILY								
Course code	22MSWF214R	Total credits: 03 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To understand the Structure and process of the family. 2. To understand the changing patterns in the Family settings. 3. To understand the role of NGOs in empowering families.								
CO1	Understand the concept of a family and its importance in the society.								
CO2	Understand Marriage and dysfunctional family.								
CO3	Develop an understanding of the role of family therapist & family counsellor in helping process.								
CO4	Demonstrate the skills of a family social worker in helping families and individuals to overcome their problems.								
CO5	Develop knowledge and skills in conducting comprehensive assessments of families.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction: Definition and evolution of family and marriage, Types of Marriage, Characteristics, and Functions of a Family – Family Dynamics.		7	Understand the evolution of the family, and Marriage; functions and dynamics.				1,2	
II	Diversity of families: Single Member, Nuclear, Broken Nuclear, Supplemented Nuclear, Broken Extended Nuclear, Supplemented Broken Nuclear, Joint Family-Lineally Extended family, collaterally extended family, Matriarchal Family, Patriarchal Family.		10	Understand the various types of family patterns.				1,2	
III	Issues concerning family: Impact of Urbanization and Modernization on family, Impact of Globalization and migration on family, Parent Child Relationship, Family Stress, and Sibling Rivalry, Domestic Violence, Feminist and Gender Perspective of Family.		8	Understand the urbanization, modernization, Globalisation, migration, and Parent - child relationship of the family.				1,2	
IV	Institutions for Family Welfare: Ministry of Health and Family Welfare, Planning Commission, Family Courts, Legal Service Authority, INGOS" and NGOS" role in empowering families. Family Welfare Programmes – Maternal and Child Health The program, Reproductive Child Health Programmes, Universal Immunisation Programmes, ICDS Scheme.		10	Understand the existing various institutions, programs, and schemes of family welfare.				3,4	

V	Family as a Field of Practice: Family Studies as a Field of Practice in Social Work, Competencies needed for Social Work Practice in Family Studies, Family Therapy- Diagnosis and Assessment, Family Counselling, Role of Family counsellor/therapist in helping process	7	Understand the social work practice in family studies, family diagnosis, assessment, and therapist in helping the process.	1,2
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TEXT BOOKS:

1. Desai, M. (ed) (1994). Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.
2. Haritman. A. and J. Laird (1982). Family Centered Social Work Practice. New York: Free Press.

REFERENCE BOOKS:

1. Kenneth H. Rubin and Ock Boon Chung, Parenting Beliefs, Behaviours, and Parent- Child Relations: A Cross-Cultural Perspective, 2013, Psychology Press.
2. Engles, F. 1994. Origin of the Family, Private, Property and the Status. Bombay: People's Publishing House.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept of a family and its importance in the society.	1,3 & 4
2	Understand Marriage and dysfunctional family.	1,2
3	Develop an understanding of the role of family therapist & family counsellor in helping process.	5,7,8,9
4	Demonstrate the skills of a family social worker in helping families and individuals to overcome their problems.	5,7
5	Develop knowledge and skills in conducting comprehensive assessments of families.	3,7,8

SEMESTER – III									
Course Title	SOCIAL WORK WITH CHILDREN AND YOUTH								
Course code	22MSWF215R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To gain a deep understanding of the children and youth. 2. To learn about the different problems faced by children and youth. 3. To know the role of social workers in the development of children and youth.								
CO1	Understand the rights of a child and their issues.								
CO2	Develop an understanding of the transition from children to adolescence and adulthood.								
CO3	Understand the rights of the youth.								
CO4	Identify the current issues related to children and youth in India.								
CO5	Understand the unique challenges and needs of youth in rural areas.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction: Child, Adolescence, and Youth; Definition and meaning; Demographic profile of the child in India; Constitutional safeguards for children in India; National policy for children; U.N. Charter on the rights of the child; Concept of youth welfare; Understanding youth from diverse perspectives.	7	Understand the meaning, and demographic profile of the child, constitutional safeguards, and policies pertaining to children.					1,2	
II	Health and Education of Children: Health and educational needs of the child in India; Health and nutritional services for the child in India, the ICDS project; Role of UNICEF and WHO; Educational needs of the child in India; Role of government and NGOs.	10	Understand the needs of children (health & education), programs, and schemes.					1,2	
III	Issues Concerning Children and Youth: Social, cultural, economic, and political issues concerning UNCRC Guidelines, Developmental Issues - Education, play, social and cultural; Survival Issues - Human rights, female feticide, infant mortality, nutritional rights, immunization rights, crime against children, etc.; Protection Issues - Child marriage, child trafficking, gender discrimination, children in armed conflict, child labour, child prostitution, etc.; Participation Issues - Children's parliament, Bal panchayats, children's forums/associations, etc.; Behavioural Problems of Youth - Drug abuse, alcoholism, suicide, sexually transmitted diseases, sexual	8	Understand the sociological, and developmental Issues of children, nutritional rights, survival, protection, participation, and health issues of children					1,2	

	problems, career problems.			
IV	Children in Special Circumstances: <ol style="list-style-type: none"> 1. The Destitute Child: Meaning of destitution, causes of destitution, services for the destitute child, institutional and non-institutional services. 2. The Delinquent Child: Meaning of delinquency, causes of delinquency, the justice system in India, institutions for juvenile offenders, prevention of juvenile delinquency. 3. Street Children: Definition, nature, causes, and effects of the problem, services for street children. Children of prostitutes, children of unwed mothers, child labour, legal provisions regarding child labour in India. 4. Child Abuse: Nature, types, and causes of child abuse in India, role of the child social worker. 	10	Understand the meaning of destitute, delinquent, street children, and various laws of child rights.	3,4
V	Youth Services in Rural Areas, Youth Unrest and Agitations, Counselling of Youth – Importance of counselling, role of a youth counsellor in family environment and schools; Intervention and suggestions recommended for youth personality development.	7	Demonstrate the youth unrest, agitations, importance of counselling, intervention, and suggestion for youth personality development	1,2

TEXT BOOKS:

1. Hurlock, Elizabeth (1972). Child Development. New Delhi: Tata McGraw Hill.
2. Argyle, Michael (Ed) (1981). Social Skills and Health. London: Mazheum Publishers.

REFERENCE BOOKS:

1. Davies, J.M (1979). Community Health Preventive Medicine & Social Services. London: Bailliere Tindal.
2. Russel and Smart (1975). Readings in Child Development and Relationships. Macmillan.

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the rights of a child and their issues.	1,3 & 4
2	Develop an understanding of the transition from children to adolescence and adulthood.	1,2
3	Understand the rights of the youth.	5,7,8,9
4	Identify the current issues related to children and youth in India.	5,7
5	Understand the unique challenges and needs of youth in rural areas.	3,7,8

SEMESTER – III									
Course Title	SOCIAL WORK WITH THE ELDERLY								
Course code	22MSWF216R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To understand the need & Problems of Elderly people. 2. To understand the policies of the elderly. 3. To understand the role of social worker in Elderly care.								
CO1	Understand the concept of gerontology and demography of elderly in India.								
CO2	Develop an understanding of associated problems and challenges of elderly.								
CO3	Understand the National Policies & Programmes for the elderly.								
CO4	Demonstrate social work knowledge and skills while working with the elderly.								
CO5	Understand the role of a caregiver in providing care and support to the elderly.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Concept of Aging, definition of aged/elderly, socio-demographic profile of the elderly, and medical and socio-economic problems faced by the elderly. Concept of Geriatrics; difference between Geriatrics and Gerontology.		8	Understand the meaning of Gerontology and geriatric care.				1,2	
II	Needs and problems of the elderly; Alzheimer's disease – symptoms and effects; Dementia – symptoms and effects; treatment and rehabilitation of the elderly.		8	Understand the symptoms, treatment, and rehabilitation of the elderly person.				1,2	
III	Elderly Abuse – Meaning and types of elderly abuse; prevention of abuse; counselling for the elderly – bereavement counselling; role of voluntary organizations for geriatric care.		10	Understand the types of abuse, prevention, counselling, & role of social workers				1,2	
IV	National Policies & Programmes for the Elderly – National Policy on Older Persons, National Council for Older Persons, Maintenance and Welfare of Parents and Senior Citizens Act 2007; other government welfare programs for the elderly.		10	Understand the National Policies & Programmes for the elderly				3,4	
V	Role of caregiver and caregiving skills towards the elderly; role of a family as a caregiver and challenges faced by a family caregiver.		9	Understand the role and caregiver/giving skills, and challenges faced by the family.				1,2	

TEXT BOOKS:

1. Chowdhry, P. D. (1992). Aging and the Aged. New Delhi: Inter India Publications.
2. Lynch, Rory (2013). Social Work Practice with Older People. Sage Publication Ltd.

REFERENCE BOOKS:

1. Cox, Enid O., and J. Parson Ruth (1994). Empowerment Oriented Social Work Practice with the Elderly. California: Brooks Cole Publishing Company.
2. Dandekar, K. (1996). The Elderly in India. New Delhi: Sage Publications.
3. Desai. M and Siva, Raju (2000). The Elderly in India. New Delhi: Sage publications

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept of gerontology and demography of elderly in India.	1,3 & 4
2	Develop an understanding of associated problems and challenges of elderly.	1,2
3	Understand the National Policies & Programmes for the elderly.	5,7,8,9
4	Demonstrate social work knowledge and skills while working with the elderly.	5,7
5	Understand the role of a caregiver in providing care and support to the elderly.	3,7,8

SEMESTER – III									
Course Title	HUMAN RESOURCE MANAGEMENT								
Course code	22MSWH214R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To introduce the students to meaning of Human Resource Management. 2. To understand the concept of Human Resource Management. 3. To learn the HRD scene in India-Current trends.								
CO1	Understand the human resource and personnel management in social work context.								
CO2	Understand different types and methods of recruitment and selection processes.								
CO3	Demonstrate an understanding of performance appraisal, wage and salary administration.								
CO4	Apply social work knowledge and skills in the field of Human Resource Management.								
CO5	Understand the concept and importance of wage and salary administration in organizations								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Human Resource Management: Concept, importance, objectives; Evolution of HRM in India from Labour Officer/Welfare Officer to Personnel Officer to Human Resources Officer; Role and functions of HR department; HRM and general management; Challenging role of Human Resources Manager.	8	Understand the concept, importance, objectives, and evolution of HRM; role and functions of HR department; challenges of human resource manager.					1,2	
II	Human Resource Planning: Concept and importance, the planning process, requisites for successful HRP, barriers to HRP. Job Analysis: Process, job description, job specification, method of job design and its importance. Job Evaluation: Need and methods.	10	Understand the concept, process, and job analysis of HRP; job design and evaluation; need and methods of HRP.					1,2	
III	Recruitment and Selection: Sources, methods, types of interviews, use of selection tests. Placement and induction; promotions; transfers; redeployment; retirement.	7	Understand the sources and methods of the selection process of human resources.					1,2	
IV	Performance Management System: Process of appraisal, difficulties, and errors in appraisal.	10	Understand the concept, importance, and performance appraisal of human resources.					3,4	
V	Wage and Salary Administration: Concept and importance, wage theories, types of wages, wage differentials, pay for performance and incentives, compensation plans. Human Resource Development (HRD): Concept and need, functions of HRD department, identification of training and development	10	Understand the concept, wage theories, types of wages, wage differentials, and incentives in human resources; concept and function of human resource development.					1,2	

	needs, methods of training and development, succession planning.			
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TEXT BOOKS:

1. Chanra, Harish (2006). Human Resource Development. New Delhi: Rawat Publication.
2. Memoria, C. B. (1980). Personnel Management. Bombay: Himalayas

REFERENCE BOOKS:

1. Davar, R. S. (1977). Personnel Management and Industrial Relations. New Delhi: Rawat Publications.
2. Sekar, Manoj Kumar (2000). Personnel Management. New Delhi: Crest.
3. Mathur, B. L. (1989). Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arinant
4. Nadler, L (1984). Handbook of Human Resource Development. New York: John Wiley and Sons.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the human resource and personnel management in social work context.	1,3 & 4
2	Understand different types and methods of recruitment and selection processes.	1,2
3	Demonstrate an understanding of performance appraisal, wage and salary administration.	5,7,8,9
4	Apply social work knowledge and skills in the field of Human Resource Management.	5,7
5	Understand the concept and importance of wage and salary administration in organizations	3,7,8

SEMESTER – III									
Course Title	INDUSTRIAL RELATIONS								
Course code	22MSWH215R	Total credits: 03 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To introduce the students to Meaning and Concept of Industries and Industrial Relations. 2. To understand the importance of workers Participation in Management and Collective Bargaining. 3. To learn the necessity and importance of Trade Unions.								
CO1	Understand the meaning and concept of Industries and Industrial Relations.								
CO2	Develop knowledge on Trade Unions and Collective Bargaining.								
CO3	Demonstrate an understanding on Industrial Disputes and its settlement procedures								
CO4	Develop skills and knowledge in systematic way of helping individual and groups towards a better adaptation to the working situation.								
CO5	Understand the concept, aims, and objectives of workers' participation in management.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Industrial Relations: Definition, concept, objective, importance; State and industrial relations; Bipartite and tripartite bodies in IR; Code of Discipline; Factors influencing IR; Causes of poor IR.		8	Understand the concept, importance, factors, and the relation of the state and industries; Bipartite and Tripartite bodies.				1,2	
II	Trade Unions: Definition, functions, and objectives; Growth of trade unions in India; Major trade unions in India; Administration of unions - leadership, membership, and finance; Problems and weaknesses of Indian trade unions; Indian Trade Unions Act 1926; Employers' organizations - objectives, major organizations in India.		10	Understand the concept, functions, objectives, growth, administration, problems, and weaknesses of trade unions.				1,2	
III	Industrial Disputes: The Industrial Disputes Act 1947 - conciliation, arbitration, adjudication; Strikes, lock-outs, lay-off, retrenchment, wage settlements; The Industrial Employment (Standing Orders) Act 1946; Employee discipline - misconducts, punishments, domestic enquiry.		10	Understand the concept and approaches of the Industrial Disputes Act; the Industrial Employment (Standing Orders) Act.				1,2	
IV	Collective Bargaining: Concept, objectives, process, subject matter, prerequisites, stages, strategies; Negotiation skills.		6	Understand the concept, process, and strategies of collective bargaining.				3,4	
V	Workers' Participation in Management: Concept, aims and objectives, scope, levels and types of participation, workers' participation in India and conditions essential		11	Understand the aims and objectives, and types of worker participation in India; functions of the International Labour				1,2	

	for effective participation. International Labour Organization: History, aims and objectives, structure and functions; ILO and India.		Organization.	
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TEXT BOOKS:

1. Chanra, Harish (2006). Human Resource Development. New Delhi: Rawat Publication.
2. Memoria, C. B. (1980). Personnel Management. Bombay: Himalayas

REFERENCE BOOKS:

1. Davar, R. S. (1977). Personnel Management and Industrial Relations. New Delhi: Rawat Publications.
2. Sekar, Manoj Kumar (2000). Personnel Management. New Delhi: Crest.
3. Mathur, B. L. (1989). Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arinant.
4. Nadler, L (1984). Handbook of Human Resource Development. New York: John Wiley and Sons.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the human resource and personnel management in social work context.	1,3 & 4
2	Understand different types and methods of recruitment and selection processes.	1,2
3	Demonstrate an understanding of performance appraisal, wage and salary administration.	3,7,9,
4	Apply social work knowledge and skills in the field of Human Resource Management.	5,6,7,8
5	Understand the concept and importance of wage and salary administration in organizations	3,7,8

SEMESTER – III									
Course Title	ORGANIZATIONAL BEHAVIOUR								
Course code	22MSWH216R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To study the brief history of Organizational Behaviour. 2. To study about foundations of Group Behaviour. 3. To Study about concept of Organizational Development.								
CO1	Understanding the dynamics of organizational behaviour.								
CO2	Develop an understanding of human behaviour at work place.								
CO3	Demonstrate the skills of leadership and team work.								
CO4	Implement the wellbeing of the employee in an organization, family and community.								
CO5	Understand the dynamics of organizational behavior, including the impact of organizational culture and climate.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Purpose: Definition, need, and importance of Organizational Behaviour; Nature and scope; Framework; Organizational Behaviour methods; Historical background of Organizational Behaviour; Disciplines that contribute to the OB field.	6	Understand the definition, nature, scope, and framework of Organizational Behaviour; history, background, and disciplines of Organizational Behaviour.					1,2	
II	Behaviour: Personality - types, factors influencing personality, theories; Learning - types of learners, the learning process, learning theories, Organizational Behaviour Modification; Misbehaviour - types, management intervention; Emotions - emotional labour, emotional intelligence, theories; Attitudes - characteristics, components, formation, measurement; Values; Perceptions - importance, factors influencing perception, interpersonal perception, impression management; Motivation - importance, types, effects on work behaviour.	12	Understand personality types, personality theories, learning types and theories, misbehaviour types, intelligence theories, and the importance and effects of perceptions on behaviour.					1,2	
III	Group Behaviour: Organizational structure, formation, groups in organizations, influence, group dynamics, emergence of informal leaders and working norms, group decision-making techniques, team building, interpersonal relations, communication, control.	8	Understand the structure, formation, norms, emergence of informal leaders, and interpersonal relations of group behaviour.					1,2	
IV	Leadership and Power: Meaning, importance, leadership styles, theories, leaders	7	Understand the meaning and theories of leadership, power, and					3,4	

	vs. managers, sources of power, power centres, power and politics.		politics.	
V	Dynamics of Organizational Behaviour: Organizational culture and climate, factors affecting organizational climate, importance; Job satisfaction - determinants, measurements, influence on behaviour; Organizational change - importance, stability vs. change, proactive vs. reactive change, the change process, resistance to change, managing change; Stress - work stressors, prevention and management of stress, balancing work and life; Organizational development - characteristics, objectives, organizational effectiveness.	12	Understand the climate, factors, importance, changes, and management of stress in organizational behaviour.	1,2

TEXT BOOKS:

1. Luthans, Fred (2000). Organisational Behaviour. Singapore: McGraw Hill Ltd.
2. Frence, Wendell and Cecil (1995). Organisation Development. New Delhi: Prentice- Hall of India Ltd.

REFERENCE BOOKS:

1. Bhonsle, Y.B. (1999). Personnel Management Indian Scene. Mumbai: Deborah Prayer House.
2. Maier, Norman (1976). Psychology in Industry. Mumbai: Oxford Publishing House.
3. Ouchi, William (1981). Theory Z. New York: Avon Books.

OTHER LEARNING RESOURCES:

1. A short documentary movie titled "Organisation Behavior Concepts." Accessed in <https://www.youtube.com/watch?v=DFBmfLOKt3I>
2. A short documentary movie titled "Concept of Organisational Behaviour Movie: Don't Look Up". Accessed in <https://www.youtube.com/watch?v=KJLqfbHvC-Y>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understanding the dynamics of organizational behaviour.	1,3 & 4
2	Develop an understanding of human behaviour at work place.	1,2
3	Demonstrate the skills of leadership and team work.	7.9,
4	Implement the wellbeing of the employee in an	5,7

	organization, family and community.	
5	Understand the dynamics of organizational behaviour, including the impact of organizational culture and climate.	3,7,8

SEMESTER – IV									
Course Title	BLOCK PLACEMENT								
Course code	22MSWO221R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 240	3	0	2	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To understand the role of the agency in addressing current social realities. 2. To gain experience working as a trained social worker in the agency. 3. To acquire and consolidate skills relevant to the profession. 4. To amalgamate the learnings over the semesters through the process of continuous engagement in the field of specialization.								
CO1	Determine which approaches work in practice and how they must be adapted to specific situations.								
CO2	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.								
CO3	Learn to use supervision and consultation appropriately.								
CO4	Gain knowledge about the role of a social worker in the organization.								
CO5	Learns about the skills of Networking and Advocacy.								

TEXT BOOKS:

1. Poulin, J. et al (2018). The Social Work Field Placement: A Competency-Based Approach. Springer Publishing Co Inc.

REFERENCE BOOKS:

1. Dash, B. M., & Roy S. (eds) (2019). Fieldwork Training in Social Work. Routledge India.

OTHER LEARNING RESOURCES:

1. Grobman, Linda May (ed). The Field Placement Survival Guide: What you Need to Know to Get the Most from your Social Work Practicum. Accessed in https://www.socialworker.com/products-services/social-work-books/The_Field_Placement_Survival_Guide/

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Determine which approaches work in practice and how they must be adapted to specific situations.	1,3 & 4
2	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	1,2,3
3	Learn to use supervision and consultation appropriately.	6,7,9,
4	Gain knowledge about the role of a social worker in the organization.	5,7
5	Learns about the skills of Networking and Advocacy.	3,7,8

SEMESTER – IV									
Course Title	RESEARCH (DATA ANALYSIS/DOCUMENTATION - R4)								
Course code	22MSWR221R	Total credits: 12	L	T	P	S	R	O/F	C
		Total hours: 480	3	0	20	4	8	0	12
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To understand the concept and meaning of data. 2. To familiarise forthcoming researchers with different typologies of data. 3. To identify different approaches to data analysis 4. To explore the different methods of data analysis.								
CO1	Understanding the concepts and the meaning of data.								
CO2	Develop knowledge on different typologies of data.								
CO3	Understand different data analysis approaches.								
CO4	Understand deferent methods of data analysis.								
CO5	Understand data types and apply analysis methods effectively.								

TEXT BOOKS:

1. Bergin, Tiffany (2018). An Introduction to Data Analysis: Quantitative, Qualitative and Mixed Methodology. New York Criminal Justice Agency: Sage Publications Ltd.

REFERENCE BOOKS:

1. Iusuf, Dewi Indrani and Sarwono, Jonathan. Research Data Analysis and Its Interpretation. Independently Published.

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=PFhFdziYeB4>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understanding the concepts and the meaning of data.	1,3 & 4
2	Develop knowledge on different typologies of data.	1,2
3	Understand different data analysis approaches.	1,5,6,7,9,
4	Understand deferent methods of data analysis.	5,7
5	Understand data types and apply analysis methods effectively.	3,7,8

SEMESTER – IV									
Course Title	COMMUNITY HEALTH AND SOCIAL WORK								
Course code	22MSWO222R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To study the Concept and development of Community Health in India. 2. To gain knowledge on different health policies. 3. To learn about changing concept of community Healthcare.								
CO1	Understand health concepts, community health evolution, prevention levels, and health planning in India.								
CO2	Gain knowledge on the role of Medical Social Worker in the Healthcare System.								
CO3	Understand the concept of Health Education.								
CO4	Gain the relevance, domains, and diverse nature of social work intervention in different health settings.								
CO5	Master health education, school programs, and effective communication principles at various levels.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Community health: Concepts of health care, health system, and health care delivery; evolution of community health in India; concepts of prevention, levels of prevention, modes of intervention. Health planning in India: Health committees, Five-year plan, and NITI Aayog in relation to health care.	8	Understand the concepts of health, community health, healthcare system, health policies, and planning.				1,2		
II	Organization and administration of health care: Organization and administration of health care at the centre, state, district, municipality, and village; role of the social worker in community health.	7	Understand the administration and organizational settings of healthcare.				1,2		
III	National health programmes: Reproductive Child Health (RCH), Revised National Tuberculosis Control Programme (RNTCP) - DOTS, National AIDS Control Programme, National Anti-Malarial Control Programme (NMCP), National Programme for Control of Blindness (NPCB), Basic minimum service programmes. National policies related to health - National Health Policy 2002, National AIDS prevention and control policy 2002, National Policy for Old Persons 1999, Universal Immunization Programme. Health Legislation - Indian Council for Medical Research Act 1956 and regulations 2002, The	12	Understand the national health programs and policies.				1,2		

	Epidemic Disease Act 1897, Drugs Control Acts 1948, ESI Act 1948, MTP Act 1971, Doctors, Patients, and the Consumer Protection Act 1986. National Leprosy Eradication Program 1983.			
IV	Crisis Intervention: Types of crises, components of crisis reaction, techniques of working with people in crises. Stress - stress, burnout, and related diseases, roles of stress with reference to special groups. Coping - concept, coping measurement, coping mechanisms, and strategies.	10	Understand the types and components of crisis reaction, stress, and the concept of coping.	3,4
V	Health Education and Promotion: Schools health programmes, health education in India. Communication - types of communication, principles of communication at various levels, stages of communication, different steps in communication, variables of communication.	8	Understand the concept of health education and communication in India	1,2

TEXT BOOKS:

1. Park, K (2021). Park's Textbook of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot Publisher.
2. Kemm J., & Close, A. (1995). Health Promotion: Theory and Practice. London: Palgrave MacMillan.

REFERENCE BOOKS:

1. Hiramani, A.B. (1996). Health Education an Indian Perspective. New Delhi: D. K. Publishers Distributors Pvt. Ltd.
2. Tuinn, Sheila et all (1996). Community Health Care Nursing: Principles for Practice. London: Butterworth-Heinemann.

OTHER LEARNING RESOURCES:

1. Community Health and Social Work: Introduction. Accessible to <https://www.youtube.com/watch?v=Y1USeB7Lt1k>
2. The Role of Community Social Workers. Accessible to <https://www.youtube.com/watch?v=zWhcuuFOs-w>
3. Webinar: Scope of Works, Skills, and Roles of Community Health Workers. Accessible to <https://www.youtube.com/watch?v=bNgaZuLaDpQ>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand health concepts, community health evolution, prevention levels, and health planning in India.	1,3 & 4
2	Gain knowledge on the role of Medical Social Worker in the Healthcare System.	1,2
3	Understand the concept of Health Education.	1,7,8,9,
4	Gain the relevance, domains, and diverse nature of social work intervention in different health settings.	5,7
5	Master health education, school programs, and effective communication principles at various levels.	3,7,8

SEMESTER – IV									
Course Title	COMMUNITY HEALTH AND SOCIAL WORK								
Course code	22MSWO222R	Total credits: 03	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To study the Concept and development of Community Health in India. 2. To gain knowledge on different health policies. 3. To learn about changing concept of community Healthcare.								
CO1	Understand health concepts, community health evolution, prevention levels, and health planning in India.								
CO2	Gain knowledge on the role of Medical Social Worker in the Healthcare System.								
CO3	Understand the concept of Health Education.								
CO4	Gain the relevance, domains, and diverse nature of social work intervention in different health settings.								
CO5	Master health education, school programs, and effective communication principles at various levels.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Community health: Concepts of health care, health system, and health care delivery; evolution of community health in India; concepts of prevention, levels of prevention, modes of intervention. Health planning in India: Health committees, Five-year plan, and NITI Aayog in relation to health care.	8	Understand the concepts of health, community health, healthcare system, health policies, and planning.					1,2	
II	Organization and administration of health care: Organization and administration of health care at the centre, state, district, municipality, and village; role of the social worker in community health.	7	Understand the administration and organizational settings of healthcare.					1,2	
III	National health programmes: Reproductive Child Health (RCH), Revised National Tuberculosis Control Programme (RNTCP) - DOTS, National AIDS Control Programme, National Anti-Malarial Control Programme (NMCP), National Programme for Control of Blindness (NPCB), Basic minimum service programmes. National policies related to health - National Health Policy 2002, National AIDS prevention and control policy 2002, National Policy for Old Persons 1999, Universal Immunization Programme. Health Legislation - Indian Council for Medical Research Act 1956 and regulations 2002, The	12	Understand the national health programs and policies.					1,2	

	Epidemic Disease Act 1897, Drugs Control Acts 1948, ESI Act 1948, MTP Act 1971, Doctors, Patients, and the Consumer Protection Act 1986. National Leprosy Eradication Program 1983.			
IV	Crisis Intervention: Types of crises, components of crisis reaction, techniques of working with people in crises. Stress - stress, burnout, and related diseases, roles of stress with reference to special groups. Coping - concept, coping measurement, coping mechanisms, and strategies.	10	Understand the types and components of crisis reaction, stress, and the concept of coping.	3,4
V	Health Education and Promotion: Schools health programmes, health education in India. Communication - types of communication, principles of communication at various levels, stages of communication, different steps in communication, variables of communication.	8	Understand the concept of health education and communication in India	1,2

TEXT BOOKS:

1. Park, K (2021). Park's Textbook of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot Publisher.
2. Kemm J., & Close, A. (1995). Health Promotion: Theory and Practice. London: Palgrave MacMillan.

REFERENCE BOOKS:

1. Hiramani, A.B. (1996). Health Education an Indian Perspective. New Delhi: D. K. Publishers Distributors Pvt. Ltd.
2. Tuin, Sheila et all (1996). Community Health Care Nursing: Principles for Practice. London: Butterworth-Heinemann.

OTHER LEARNING RESOURCES:

1. Community Health and Social Work: Introduction. Accessible to <https://www.youtube.com/watch?v=Y1USeB7Lt1k>
2. The Role of Community Social Workers. Accessible to <https://www.youtube.com/watch?v=zWhcuuFOs-w>
3. Webinar: Scope of Works, Skills, and Roles of Community Health Workers. Accessible to <https://www.youtube.com/watch?v=bNgaZuLaDpQ>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand health concepts, community health evolution, prevention levels, and health planning in India.	1,3 & 4
2	Gain knowledge on the role of Medical Social Worker in the Healthcare System.	1,2
3	Understand the concept of Health Education.	1,2,3,7,9,
4	Gain the relevance, domains, and diverse nature of social work intervention in different health settings.	5,7
5	Master health education, school programs, and effective communication principles at various levels.	3,7,8

SEMESTER – IV									
Course Title	SOCIAL WORK INTERVENTION WITH DIFFERENTLY ABLED								
Course code	22MSWO223R	Total credits: 03 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To understand the concept, types, prevalence, magnitude, and causes of disability. 2. To explore the impact of disability on individuals, families, and society. 3. To develop an idea of intervention areas while working with persons with disability.								
CO1	Understand health concepts, community health evolution, prevention levels, and health planning in India.								
CO2	Gain knowledge on the role of Medical Social Worker in the Healthcare System.								
CO3	Understand the concept of Health Education.								
CO4	Gain the relevance, domains, and diverse nature of social work intervention in different health settings.								
CO5	Master health education, school programs, and effective communication principles at various levels.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction: Understanding disability, definition, types of disabilities, causes, and magnitude of disability in the world and India.		8	Understand the definition, types, causes, and magnitude of disability.				1,2	
II	Models of Disability: Medical Model, Social Model, Transactional Model, Systems Model, Charity Model of Disability, Moral Model of Disability, Empowering Model of Disability.		10	Understand the various models of disability.				1,2	
III	Issues and Concerns Related to Disability: Problems of persons with disability, vulnerable groups among people with disabilities, impact of disability, curricular issues.		10	Understand the problems, impact, and vulnerabilities related to disability.				1,2	
IV	Measures for the Protection of Rights of Persons with Disabilities: International initiatives for the protection of rights of persons with disabilities, national initiatives for the protection of rights of persons with disabilities, government schemes and programs in India for persons with disability.		10	Understand the laws, schemes, and programs for persons with disability.				3,4	
V	Social Work Intervention: Social work in the field of disability, networking and advocacy, models of rehabilitation.		7	Understand the intervention process for persons with disability.				1,2	

TEXT BOOKS:

1. Albrecht, Gary L., et al. (eds) (2001). Handbook of Disability Studies. New Delhi: Sage Publication India Pvt Ltd.
2. Oliver, Michael (1983). Social Work with Disabled People. London: Red Globe Press.

REFERENCE BOOKS:

1. Simcock, Peter and Castle, Rhoda (2016). Social Work and Disability (Social Work in Theory and Practice). London: Polity.
2. Dalrymple, J., & Boylan, J. (2013). Effective Advocacy in Social Work. Sage Publication Ltd.
3. Ghai, A. (Ed) (2018). Disability in South Asia: knowledge and experience. Sage Publication Pvt Ltd.

OTHER LEARNING RESOURCES:

1. A short documentary movie titled “Disabled to differently Abled.” Accessed in https://www.youtube.com/watch?v=O4_iBR6hpXo
2. The man born with no Arms and Legs. Accessed in https://www.youtube.com/watch?v=D0NA_LZIOFk

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand health concepts, community health evolution, prevention levels, and health planning in India.	1,3 & 4
2	Gain knowledge on the role of Medical Social Worker in the Healthcare System.	1,2,8
3	Understand the concept of Health Education.	7,9,5
4	Gain the relevance, domains, and diverse nature of social work intervention in different health settings.	5,6,7
5	Master health education, school programs, and effective communication principles at various levels.	3,7,8,2,3

SEMESTER – IV									
Course Title	SOCIAL ENTREPRENEURSHIP & PROJECT MANAGEMENT								
Course code	22MSWO224R	Total credits: 03 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To understand the concepts of Project Management for planning to execution of projects. 2. To understand the various stages of projects. 3. To examine the feasibility of proposed Projects.								
CO1	Understand project management concepts, elements, classification, and project plan essentials.								
CO2	Comprehend feasibility, typology, project management techniques, and cycles.								
CO3	Understand project appraisal, including its meaning, concepts, criteria, and techniques.								
CO4	Understand monitoring concepts, types, tools, and evaluation objectives, techniques, and criteria.								
CO5	Grasp the concept of social entrepreneurship, understanding its characteristics and challenges through self-study.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Basics of Project Management: Introduction, concepts and elements, classification and features of projects, project plan elements.	8	Understand the concepts, elements, and features of a project.				1,2		
II	Feasibility and Technical Aspects: Introduction, typology - pre-feasibility and feasibility, project management techniques and cycle.	10	Apply project management techniques to assess feasibility and technical aspects of a project				1,2		
III	Project Appraisal: Introduction, meaning and concept of project appraisal, criteria for project appraisal, techniques of project appraisal.	7	Understand the meaning, concept, and techniques of project appraisal.				1,2		
IV	Monitoring and Evaluation: Basic concepts and elements in monitoring, types of monitoring, tools and techniques of monitoring, indicators of monitoring; meaning and objectives of evaluation, dimensions, techniques, and criteria of evaluation.	13	Understand the concepts, elements, techniques, and monitoring tools of project management.				3,4		
V	Social Entrepreneurship: Concept of social entrepreneurship, characteristics, and challenges (self-study).	7	Understand the concept, characteristics, and challenges of social entrepreneurship.				1,2		

TEXT BOOKS:

1. Chahine, Teresa (2016). Introduction to Social Entrepreneurship. Florida: CRC Press.
2. Casley, D.J., and Kumar, K. (1987). Project Monitoring and evaluation in Agriculture. Baltimore and London: Johns Hopkins University Press (published for

the World Bank).

REFERENCE BOOKS:

1. ADB (2002). Project Performance Management System Operations Manual, Section 22. New Delhi: PACS Series.
2. Gokhale, S.D. (1974). Social Welfare: Legend and Legacy – Silver Jubilee Commemoration Volume of Indian Council of Social Welfare. Bombay: Popular Prakashan.

OTHER LEARNING RESOURCES:

1. The Rise of Social Enterprises and the Social Entrepreneurs. Accessed in <https://www.youtube.com/watch?v=Re0h-vHyiw>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand project management concepts, elements, classification, and project plan essentials.	1,3 & 4
2	Comprehend feasibility, typology, project management techniques, and cycles.	1,2,3
3	Understand project appraisal, including its meaning, concepts, criteria, and techniques.	7,9,5
4	Understand monitoring concepts, types, tools, and evaluation objectives, techniques, and criteria.	5,7
5	Grasp the concept of social entrepreneurship, understanding its characteristics and challenges through self-study.	3,7,8

SEMESTER – IV									
Course Title	GENDER AND SOCIAL WORK								
Course code	22MSWO225R	Total credits: 03 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master of Social Work								
Semester	Fall/ II semester of second year of the programme								
Course Objectives (Minimum 3)	1. To understand the status of women in the family. 2. To identify the needs & problems of girls and women. 3. To Understand the concept of LGBTQIA+ and its history.								
CO1	Understanding the Role of Women in family, Challenges faced by women and Women Empowerment.								
CO2	Knowing the Welfare schemes for women in India and Government Policies and Programs related to Women.								
CO3	Develop gender rights perspectives in analyzing social realities.								
CO4	Learn the specific gender-related issues prevailing in society.								
CO5	Understand LGBTQIA+ concepts, history, issues, violence, and the role of social workers.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Women Empowerment: Role of women in family, challenges faced by women, status of women in work, family, and society; concept of feminism.		7	Understand the role and challenges of women in family and the workplace, as well as feminism.				1,2	
II	Health Issues of Adolescents & Women: Puberty and menopause, workplace harassment problems of women in India, role of women in decision-making, and marriage-related issues.		8	Understand health issues, the life cycle of women, workplace harassment, and decision-making.				1,2	
III	Women Welfare: Concept of women welfare, welfare schemes for women in India, government programs - Beti Bachao Beti Padhao, Pradhan Mantri Matru Vandana Yojana (PMMVY), Integrated Child Protection Scheme (ICPS), Integrated Child Development Services (ICDS), National Policy for the Empowerment of Women 2001.		10	Understand various schemes and programs for women in India.				1,2	
IV	Health Legislation: Maternity Benefit Act 1961, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013, mother's rights in family, counseling - marriage, family, sex counseling, role of social worker.		10	Understand laws and legislation related to women, and counseling for women.				3,4	
V	Concept of LGBTQIA+: History of the LGBTQIA+ movement in India, status of the LGBTQIA+ community and their issues, violence toward the LGBTQIA+ community, feminist understanding of caste, class, and gender (LGBTQIA+ categories) in India, role		10	Understand the concept, status, and history of the LGBTQIA+ movement in India, including caste, class, and gender issues within the LGBTQIA+ community.				1,2	

	of social workers.			
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TEXT BOOKS:

1. Hanmer, J. & Statham, D. (1999). Women and Social Work: Towards a women-centered Practice. London: Red Globe Press.
2. Bedi, Kiran (2013). Empowering Women, As I See. New York: Sterling Publishers.

REFERENCE BOOKS:

1. Desai, Neeraj (1990). Women and Society in India. Vol. 23, No. 3 (November), pp. 299-301.
2. Murthy, N Linga (2007): Towards Gender Equality: India’s Experience. New Delhi: Serials Publications.

OTHER LEARNING RESOURCES:

1. A short documentary movie titled “Equal Half.” Accessed in <https://www.youtube.com/watch?v=KecF3KASw6w>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understanding the Role of Women in family, Challenges faced by women and Women Empowerment.	1,3 & 4
2	Knowing the Welfare schemes for women in India and Government Policies and Programs related to Women.	1,2,3
3	Develop gender rights perspectives in analyzing social realities.	7,9,8
4	Learn the specific gender-related issues prevailing in society.	5,7
5	Understand LGBTQIA+ concepts, history, issues, violence, and the role of social workers.	3,7,8

MAPPING TABLE

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
22MSWO111R	Introduction to Social Work Profession									
22MSWO112R	Social Case Work									
22MSWO113R	Social Work Practice with Communities									
22MSWO114R	Psychology of the Human Mind and Behaviour									
22MSWO115R	Orientation Visit & Concurrent Fieldwork I									
22MACE111R	MOOCS CE I									
22UMFS111R	Fundamental of Statistics									
22MSWR111R	Mini Research (Review of Literature-R1)									
22UMPD111R	Personality Development Programme (Effective English)									
22MSWO121R	Social Work Practice with Groups									
22MSWO122R	Social Welfare Administration									
22MSWO123R	Social Planning									
22MSWO124R	Public Policy & Governance									
22MSWO125R	Concurrent Fieldwork II & Study Tour									
22MSWO126R	Techno-Professional Skills I									
22MACE121R	GE I Project Management and Social Entrepreneurship									
22UMRM121R	MOOCS CE II									
22MSWR121R	Research methodology and Statistical Analysis									
22UUHV106R	Universal Human Value (UHV) + Professional Ethics									
22UMPD121R	Personality Development Programme (Communication Mastery)									
22UUDL103R	Computational systems and Digital World									
22MSWO211R	Block Placement									

22MSWO212R	Techno-Professional Skills II									
22MACE211R	GE									
22MACE212R	MOOCS CE III									
22UMRE211R	MOOCS CE IV									
22MSWR211R	Research Ethics									
22UMPD211R	Mini Research (Survey/experiments - R3)									
22MSWC214R	Personality Development Programme (Corporate Proficiency)									
22MSWC214R	Rural & Tribal Community Development									
22MSWC215R	Urban Community Development									
22MSWC216R	Livelihood and Sustainable Development									
22MSWM214R	Medical Social Work									
22MSWM215R	Psychiatric Social Work									
22MSWM216R	Mental Health & Social Work									
22MSWF214R	Social Work with Family									
22MSWF215R	Social Work with Children and Youth									
22MSWF216R	Social Work with Elderly									
22MSWH214R	Human Resource Management									
22MSWH215R	Industrial Relations									
22MSWH216R	Organizational Behaviour									
22MSWO221R	Block Placement									
22MSWR221R	Research (Data analysis/documentation -R4)									
22MSWO222R	Community Health and Social Work									
22MSWO223R	Social Work Intervention with Differently Abled									
22MSWO224R	Social Entrepreneurship & Project Management									
22MSWO225R	Gender and Social Work									



Assam down town University

Curriculum and Syllabus

Master of Science in Clinical Psychology



OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.0

**FACULTY OF HUMANITIES &
SOCIAL SCIENCES**

July, 2022

Preamble

Assam down town University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guidebook for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the 5th Board of Studies (BoS) meeting of the Faculty of Humanities and Social Sciences held on dated 07/06/2022 and approved by the Emergent Academic Council (AC) meeting held on dated 30/07/2022



*Chairperson
Board of Studies*



*Member Secretary
Academic Council*



Vision

To become a Globally Recognized University from North Eastern Region of India, Dedicated to the Holistic Development of Students and Making Society Better

Missions

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well-rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme Overview

M.Sc. in Clinical Psychology is a two-year program which is designed to produce competent professional's adept at addressing mental health challenges across various settings. With a commitment to serving individuals, families, groups, communities, and organizations, the program emphasizes the identification and resolution of community needs, including issues related to mental abuse and cultural diversity. Through a comprehensive curriculum, the M.Sc. in Clinical Psychology equips individuals with the skills needed to respond effectively to the complexities of contemporary mental health issues, fostering a commitment to improving the well-being of diverse populations.

I. Specific Features of the Curriculum

The curriculum is designed to enhance clinical competency by equipping students with diverse clinical approaches for comprehending and addressing psychological problems, thereby fostering societal impact. Emphasizing an inclusive approach, it encourages critical evaluation of information, evidence, and practices in the context of policies and theories and to ensure global competence, the program integrates international certification courses, webinars, and conferences, preparing students for global standards and practices in the field of psychology. This multifaceted curriculum aims to develop well-rounded professional's adept at both local and international levels.

II. **Eligibility Criteria:** To be eligible for the program, the students should have a Bachelor's degree in psychology or equivalent degree.

III. Program Educational Objectives (PEOs):

PEO 1: To enable the students to acquire and demonstrate knowledge and skill relevant to the theory and practice of clinical psychology, emphasizing theory-based, empirically supported approaches to understanding, evaluating and intervening with clinical disorders.

PEO 2: To acquire and demonstrate broad knowledge of psychology and demonstrate ability to integrate these areas with clinical psychology.

PEO 3: To encourage students to enhance their in-depth knowledge of various domains of psychology and inculcate an ethical approach to research

PEO 4: To provide field exposure to the students to enhance their ground understanding of the subject.

PEO 5: To demonstrate an ability to conduct research in areas relevant to clinical psychology involving the development of research questions, collecting data, quantitative and qualitative analysis, and presenting the findings rationally

IV. Program Specific Outcomes (PSOs):

PSO1: Clinical Competency: Apply various clinical approaches for a better understanding of psychological problems and interventions to make an impact in the society.

PSO2: Inclusive Approach: Apply inclusive approach in critically evaluating information, evidence, and practices, while assessing policies and theories.

PSO3: Global Competence: Attain global competency with international certifications courses, webinars and conferences.

V. Program Outcome:

PO1: Academic Knowledge: Apply a comprehensive understanding of psychological concepts, psychopathology and neuropsychology, health psychology and rehabilitation, statistics and wellness management principles to address mental health conditions in diverse clinical settings.

PO2: Clinical Assessment and Diagnosis: Assess and formulate accurate diagnoses of mental disorders using standardized tests and clinical assessment techniques.

PO3: Practice-based Intervention: Implement evidence-based interventions, therapeutic strategies, and behavior change programs for better rehabilitation outcomes while addressing complex mental health challenges.

PO4: Professional Ethics: Apply ethical practices with legal aspects in psychotherapy and psycho-diagnostic assessments in complex situations while upholding codes of conduct.

PO5: Research-In-Practice: Apply evidence-based practices, data analysis using research methods and intervention strategies leading to excellence in the profession.

PO6: Commitment and Compassion: Demonstrate dedication and perseverance, and empathy towards clients and interactions within the profession.

PO7: Communication: Convey information, ideas and concepts effectively to the individuals and society at the large.

PO8: Lifelong Learning: Function independently and consistently to cultivate expertise in evolving clinical psychological treatments and techniques.

VI. Total Credits to be Earned: 100

VII. Career Prospects:

Post-Graduates with an MSc in Clinical Psychology have diverse career prospects, including roles as clinical psychologists in hospitals, mental health clinics, and private practice, where they diagnose and treat mental health disorders. They can work as counsellors or therapists in schools, universities, and community centres, providing support for various psychological issues. Opportunities also exist in

research and academia, contributing to the advancement of psychological science and teaching future psychologists. Additionally, clinical psychologists can find employment in corporate settings, offering employee assistance programs and organizational development services, or in government and non-profit organizations focused on mental health advocacy and policy development.

EVALUATION METHODS

The student performance shall be evaluated through In-semester (Sessional) and semester-end examinations. A weightage of 40% or as prescribed by the programme shall be added to the score of the end-semester examination.

A. INTERNAL ASSESSMENT:

The teacher who offers the course shall be responsible for internal assessment by conducting in-semester (sessional) examination and evaluating the performance of the students pursuing that course. The components for internal assessment are illustrated in the table given below.

SN	Components/ Examinations	Marks Allotted
1.	In-Sem Exam – I (ISE-I) (Written Examination)*	30
2.	In-Sem Exam – II (ISE-II) (Written Examination)*	30
3.	Assignment	10
4.	Presentation (SP)	10
5.	Quiz	5
6.	Class Performance based score*	5

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

1. If a student fails to appear in the any of the component without any valid reason he/she shall be marked zero in that component. However, the course teacher at his discretion may arrange for the missed test on an alternate date for the absentee students after determining ground with genuine/valid reasons for the absent.
2. The report of evaluation of an activity towards the in-semester (sessional) component of a course shall be duly notified by the concerned course teacher within a week of completion.
3. The program coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the program to the Controller of Examinations before the start of the End-semester examination.

B. SEMESTER END EXAMINATION:

Time table for end semester examination is published at least 25 days prior to the start of Examination.

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

The student shall only be allowed to appear in a University Examination, if:

- i) He/ She is a registered student of the University;
- ii) He/ She is of good conduct and character;
- iii) He/ She has completed the prescribed Programme of study with minimum percentage of attendance as laid down in the Regulations of the Programme concerned.

Under special cases, a student may be allowed to appear for an examination without being registered in the University but the result of the said student will be kept on hold till the registration of the concerned student is completed.

II. Admit Card:

Admit card for the examination may be downloaded through ERP where the system will generate a Unique ID Cards through online.

The University shall have the right to cancel admission for examination of any candidate on valid grounds.

III. Pattern of Question Papers:

The question paper shall follow the principles of Bloom's Taxonomy.

Table

S. N.	Level	Questions /verbs for test
1	Remember	List, Define, tell, describe, recite, recall, identify, show who, when, where, etc.
2	Understand	Describe, explain, contrast, summarize, differentiate, discuss, etc.
3	Apply	Predict, apply, solve, illustrate, determine, examine, modify
4	Analyze	Classify, outline, categorize, analyze, diagrams, illustrate, infer, etc.
5	Evaluate	Assess, summarize, choose, evaluate, recommend, justify, compare etc.
6	Create	Design, Formulate, Modify, Develop, integrate, etc.

Note: No course is to be evaluated on basis of **all 6 knowledge levels**.

The format of the question paper across all the program follow a unique pattern and the total marks is 60

Table 1: Question paper pattern for End semester examination

Sl no	Question pattern	Total marks
1	MCQs (10 Questions)	10
2	2 Marks questions (10 Questions)	20
3	4 Marks questions (5 Questions)	20
4	10 Marks questions (1 Question)	10

IV. Examination Duration:

Each paper of 60 marks shall ordinarily be of two hours duration.

V. Practical Examinations, Viva-Voce etc.:

- i) Practical examination shall be conducted in the presence of one external expert and one or more internal examiners.
- ii) Viva-Voce, Oral examinations of the Project report, Dissertation etc. shall be undertaken by a Board of Examiners constituted by the respective Dean of Program with the advice of Supervisor(s).

VI. Procedure of Expulsion:

If any candidate is found to be using any unfair-means during the examination, the invigilator may cease his/her answer sheet and report it directly to the Officer-in-Charge. The Office-in-Charge of the center may take appropriate decisions as per the rules and procedure of the examination. The Officer-in-Charge may allow the students to write the exam with new answer sheet or may expel the student from appearing the paper depending on the nature of unfair-means. In case of Computer based test, the students may be directed to write an apology letter and sign in the prescribe expulsion form. The student may not be allowed to write that examination.

VII. Instruction to the Students:

- (i) The students shall not bring to the Examination Hall, any electronic gadget used as a means of communication or record except electronic calculator, if required.
- (ii) The students shall not receive any book or printed or hand written or photo copy (Xerox) or blank-paper from any other person while he/she is in the examination-room or in laboratory or in any other place to which he/she is allowed to have access during course of examination.

- (iii) The students shall not communicate with any other candidate in the examination room or with any other person in and outside the examination-room.
- (iv) The students shall not see, read or copy anything written by any other candidate, nor shall he/she knowingly or negligently permit any other candidate to see, read or copy anything written by him/her or conveyed by him/her.
- (v) The students shall not write anything on the Question Paper or in other paper or materials during the examination, or pass any kind of paper to any other candidate in the examination-room, or to any person outside the room.
- (vi) The students shall not disclose his/her identity to the examiner by writing his/her name or putting any sign / symbol in any part of his answer-script.
- (vii) The students shall not use any abusive language or write any objectionable remark or make any appeal to examiner by writing in any part of his answer-script.
- (viii) The students shall not detach any page from the answer-script or insert any authorized or unauthorized loose sheet into it. He /she shall also not insert any other answer-script / loose sheet by removing the pins of the origin answer-scripts and re-fixing it.
- (ix) The students shall not resort to any disorderly conduct inside the examination-room or misbehave with the invigilator or any other examination official.

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.
- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.
- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

It is the product of grade point and number of credits for a course, thus, $CP = GP \times CR$

i. Credit:

A unit by which the course work is measured. It determines the number of hours of instructions required per week. 'Credit' refers to the weightage given to a course, usually in

terms of the number of instructional hours per week assigned to it. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully.

ii. Grade Point:

Grade Point is a numerical weight allotted to each Grade Letter on a 10-point scale.

iii. Letter Grade:

Letter Grade is an index of the performance of students in a said paper of a particular course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and Abs. Student obtaining Grade F / Grade Abs shall be considered failed/ absent and, will be required to appear in the subsequent ESE. The UGC recommends a 10-point grading system with the following (Table: 1) Letter Grades:

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades ‘O’ to ‘P’ shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

Letter Grade	Grade Points	Description
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C	5	Average
P	4	Pass
F	0	Fail
Abs	0	Absent
UFM	0	Unfair Means

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

The SGPA of a student in a Semester shall be the weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered in that Semester, irrespective of whether he/she could or could not complete the Courses. More specifically, the calculation of SGPA shall take into account the Courses graded with Letter Grades 'O' to 'F' as given in Table 1.

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} \quad (1.1)$$

The SGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.1) up to two decimal places, where n is the total number of Credit Courses registered by the student in that Semester, G_i is the Grade Point secured in the i^{th} registered Course and C_i is the Credit (weight) of that Course.

b. CGPA (Cumulative Grade Point Average)

- (i) The CGPA of a student in a Semester of a Programme shall be the accumulated weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered and successfully completed so far starting from the enrollment in the Programme. In other words, taking into account all the Courses graded with 'O' to 'P' as given in Table 1.1, generally the CGPA of a student shall be calculated starting from the first Semester of his/her enrolled Programme, while the CGPA of a lateral-entry student shall be calculated starting from the Semester of his/her enrollment.
- (ii) The CGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.2) up to two decimal places, where N is the total number of Credit Courses registered and successfully completed so far by the student, G_i is the Grade Point secured in the i^{th} completed Course and C_i is the Credit (weight) of that Course.

$$CGPA = \frac{\sum_{i=1}^N C_i G_i}{\sum_{i=1}^N C_i} \quad (1.2)$$

- (iii) The CGPA shall be convertible into equivalent percentage of marks using Equation
Conversion of CGPA to percentage marks: = CGPA*10

D. Post-Examination

i. Transcript or Grade Card or Certificate:

A marking certificate shall be issued to all the registered students after every Semester. The Semester mark sheet will display the course details (code, title, number of credits, grade secured) along with total credit earned in that Semester.

ii. Grievance Readdress Mechanism:

Students with any dissatisfaction or grievance regarding the marks awarded in any of the Papers / Courses may appeal to the Controller of Examinations for remedial action such as Re-evaluation within 10 days of the declaration of result.

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.
- (ii) Application for re-evaluation / re-scrutiny of answer scripts shall be made in the definite proforma available with the Examination Office through the head of the respective departments within 10 days of declaration of the results of the respective examinations.
- (iii) The Controller of Examination may appoint an examiner for re-evaluation and will consider and recognize the evaluation done by a University appointed examiner.
- (iv) There shall be no provision for re-evaluation of the Practical Papers, Project Work, and Dissertation etc. However, the students fail in practical examination or viva voce and wish to appear again may apply to be evaluated can do so with the next schedule.
- (v) After screening the application for re-evaluation, the CoE may send the answer scripts of the student to the examiners appointed by the CoE with the approval of Vice Chancellor.
- (vi) The marks/grades achieved by the students after the re-evaluation shall be final and binding.

- (vii) Fresh Marks – sheets / Grade Card shall be issued only if the candidate secures pass marks / passing grade in the re-evaluated paper.
- (viii) Revaluation of answer scripts shall be deemed to be an additional facility provided to the students with a view to improving upon their results at the preceding examination result for any reason whatsoever shall not confer any right upon them for admission to next higher class which matters always be regulated in accordance with the relevant rules or regulations framed by the University.
- (ix) If as a result of revaluation of the candidate attracts the provision of condonation of deficiency, the same may be applied to his/her only for fresh attempt.

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

In all the courses the teacher has to select topics for teacher-method which should not be less than 20 percent. The approach will be direct classroom teaching through a series of lectures delivering concepts using ITC facilities, white or blackboard. Notes may also be circulated to the students; however, the students are to be involved in the preparation of the notes. The teacher will be responsible for selecting the best note for circulation. The teacher-centric methodology has recently fallen out of favour because this strategy for teaching is seen to favour passive students.

1. Student- centric / Constructivist Approach:

The topics of the courses may be selected at the start of the class and assigned one topic to each of the students for studying by themselves, prepare presentations, notes, etc., and present at respective class time after consultation and discussion with the course teachers. The teacher facilitates the learning of the students by guiding and providing input and explaining concepts. 60 percent of the course contents may be selected for this purpose. To avoid behaviour problems, teachers must lay a lot of groundwork in student-centric classrooms. Typically, it involves instilling a sense of responsibility in students. In addition, students must learn internal motivation.

a. Project-Based Learning: The teacher may select 5 percent of topics for the purpose and may conduct visits to the laboratory for experiments or field surveys. The selection of the topic may be done considering the available facility for the purpose. However, in the final semester of each of the programme the student has to undergo project-based learning at least 4 months duration. This approach will help the student to think critically, evaluate, analyze, make decisions, collaborate, and more.

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the best possible answer and discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

c. Flipped Classroom: About 10 percent of the course content has to be completed by this method. In this approach the students are asked to watch video or lecture prepared by the teacher or any video available (relevant to the course). A set of questions may be given to the students for searching answers by the students. The idea is that students should have more time in-classroom focusing on achieving these higher levels of thinking and learning. The Flipped classroom is also an acronym. The letters FLIP represent the four pillars included in this type of learning: Flexible environment, Learning culture shift, Intentional content, and Professional educator. As you can see, the second pillar refers to a culture shift from the traditional approach where students are more passive to an approach where students are active participants. As a result, this approach is also a student-centric teaching method.

d. Cooperative Learning: The remaining five percent has to be completed by cooperative learning approach. In this approach, the students are allotted problems. During library hours the students along with the teacher visit the library and search for probable solutions for the assigned problem. The same has to be done in groups so that the students discuss among themselves for the appropriate answers. Essentially, cooperative learning believes that social interactions can improve learning. In addition, the approach recreates real-world work situations in which collaboration and cooperation are required.

The percentage categorization for the completion of a theory course

Teacher-centric or Direct Classroom Teaching: Delivery by series of lectures	20%
Student-centric Approach, Students present and deliver lectures in the presence of teacher and supervised by teacher	60%
Students visit fields or perform experiments or teachers perform demonstration	05%
Flipped Classroom approach	10%
Cooperative learning approach	05%

Inquiry-based approach has to be followed in all of the classes

The teacher has to distribute the topics to be considered for teaching by the above-mentioned approaches and prepare a lesson plan for execution and maintain a file

Curriculum Framework:

Breakdown of Credits (for 2022-23 Syllabus)

Sl. No	Category	Total number of Credits
1	University Core(UC)	29
2	University Elective (UE)	11
3	Program Core(PC)	37
4	Program Elective (PE)	15
5	Faculty Elective (FE)	8
Total number of credit		100

Breakdown by categories of courses

Sl no	Category	Credits	%
1	Humanities	88	88%
2	Engineering	1	1%
3	Mathematics	5	5%
4	CLPPD	6	6%
Total		100	100%

SEMESTER WISE COURSE DISTRIBUTION

	S. N.	Course Code	Course Title	Course Category	Engagement						C	Maximum Marks for			Total
					L	T	P	S	R	O		IA*	SEE*	PE*	
Semester I	1.	22MSCP111R	Basics of Cognitive Psychology	PC	2	0	2	0	0	0	3	40	60	100	200
	2	22MSCP112R	Physiological Psychology	PC	3	0	0	0	0	0	3	40	60	0	100
	3	22MSCP113R	History and Philosophy of Psychology	PC	3	0	0	0	0	0	3	40	60	0	100
	4	22MSCP114R	Positive Psychology	PC	2	0	2	0	0	0	3	40	60	100	200
	5	22MSCP115R	Clinical Supervised Internship-I	PC	0	0	0	12	0	0	3	0	0	100	100
	6	22UMFS116R	Fundamental of Statistics	UC	2	0	2	0	0	0	3	40	60	100	200
	7	22MCPR11R	Mini Research (Review of literature-R1)	UC	0	0	0	4	8	0	2	--	100	--	100
	8	22MACE111R	MOOCS CE I	FE	0	0	4	0	0	0	2	0	100	0	100
	9	22UMPD111R	Effective English	UE	0	0	4	0	0	0	2	--	--	100	100
TOTAL					12	0	14	18	0	0	24	200	300	700	1200
Semester II	1.	22MSCP121R	Psychotherapy	PC	3	0	0	0	0	0	3	40	60	0	100
	2	22MSCP122R	Personality Theories and Assessment	PC	2	0	2	0	0	0	3	40	60	100	200
	3	22MSCP123R	Psychopathology	PC	2	0	2	0	0	0	3	40	60	100	200
	4	22MSCP124R	Clinical Supervised Internship-II	PC	0	0	0	12	0	0	3	0	0	100	100
	5	22MSCP125R	Techno-Professional Skills-I	PC	0	0	4	0	0	0	2	0	0	100	100
	6	22MSCP126R	GE- Youth Psychology	UE	2	0	0	0	0	0	2	40	60	0	100
	7	22UMRM121R	Research Methodology and Statistical Analysis	UC	1	0	0	4	0	0	2	40	60	0	100
	8	22MACE121R	MOOCS CE II	FE	0	0	4	0	0	0	2	0	100	0	100
	9	22MCPR121R	Mini Research (Research	UC	0	0	0	4	16	0	3	--	100	--	100

			gap analysis-R2)												
	10	22UUHV101R	Universal Human Value (UHV + Professional Ethics)	UC	1	0	2	0	0	0	2	--	--	100	100
	11	22UMPD121R	Communication Mastery	UE	0	0	4	0	0	0	2	---	----	100	100
	12	22UUDL103R	Computational Systems and Digital World	UE	0	0	2	0	0	0	1	---	---	----	----
TOTAL					11	0	19	22	16	0	28	240	460	800	1500
Semester III	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1.	22MSCP211R	Clinical Supervised Internship-III	PC	0	0	0	12	0	0	3	0	0	100	100
	2	22MSCP214R	Techno-Professional Skills-II	PC	0	0	4	0	0	0	2	0	0	100	100
	3	22MSCP215R	GE- Life Skills	UE	2	0	0	0	0	0	2	40	60	0	100
	4	22UMRE211R	Research Ethics	UC	1	0	0	0	0	0	1	40	60	100	200
	5	22MCPR211R	Mini Research (Survey/experiments-R3)	UC	0	0	6	4	0	0	4	0	0	100	100
	6	22MACE211R	MOOCS CE III	FE	0	0	4	0	0	0	2	0	100	0	100
	7	22MACE212R	MOOCS CE IV	FE	0	0	4	0	0	0	2	0	100	0	100
	8	22UMPD211R	Corporate Proficiency	UE	0	0	4	0	0	0	2	0	0	0	100
To Opt 1 Specialization from the following Group															
	1	22MSCP201R	Health Psychology	PE	2	0	2	0	0	0	3	40	60	100	200
	2	22MSCP202R	Sports Psychology	PE	2	0	2	0	0	0	3	40	60	100	200
	3	22MSCP203R	Addiction and Mental Health	PE	2	0	2	0	0	0	3	40	60	100	200
Group B: COMMUNITY AND REHABILITATION															
	4	22MSCP204R	Rehabilitation Psychology	PE	2	0	2	0	0	0	3	40	60	100	200
	5	22MSCP205R	Basic of Psycho-Oncology	PE	2	0	2	0	0	0	3	40	60	100	200
	6	22MSCP206R	Community Psychology	PE	2	0	2	0	0	0	3	40	60	100	200
Group C: CLINICAL ASSESSMENT AND DIAGNOSIS															

	7	22MSCP207R	Psychodiagnostics	PE	2	0	2	0	0	0	3	40	60	100	200
	8	22MSCP208R	Neuropsychology	PE	2	0	2	0	0	0	3	40	60	100	200
	9	22MSCP209R	Forensic Psychology	PE	2	0	2	0	0	0	3	40	60	100	200
	Total				9	0	28	16	0	0	27	200	400	800	1400

	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for				
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total	
Semester IV	1	22MSCP221R	Clinical Supervised Internship-IV	PC	0	0	0	12	0	0	3	0	0	100	100	
	2	22MCPR221R	Research (Data analysis/documentation-R4)	UC	0	0	20	4	8	0	12	-	-	100	100	
	Elective Papers (To Opt any one of the following two groups)															
	Group 1 Elective Papers															
	3	22MSCP223R	Psychology of Terrorism	PE	2	0	2	0	0	0	3	40	60	100	200	
	4	22MSCP224R	Wellness and Lifestyle Management	PE	2	0	2	0	0	0	3	40	60	100	200	
	Group 2 Elective Papers															
	5	22MSCP225R	Stress Management	PE	2	0	2	0	0	0	3	40	60	100	200	
	6	22MSCP226R	Child Disorders and Management	PE	2	0	2	0	0	0	3	40	60	100	200	
		Total				4	0	24	16	8	0	21	80	120	400	600

***IA: Internal Assessment, SEE: Semester End Examination,
PE: Practical Examination**

SEMESTER – I									
Course Title	BASICS OF COGNITIVE PSYCHOLOGY								
Course code	22MSCP111R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To acquaint the students with the processes involved in sensation and perception 2. To develop insight into one's own and others' behaviour and underlying mental processes 3. To enrich students understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology.								
CO1	Develop understanding about the ways in which humans engage in information processing								
CO2	Develop knowledge of the key assumptions as well as distinguishing features of Cognitive psychology.								
CO3	Knowledge regarding basic and higher cognitive processes in the information processing will be developed								
CO4	Gain insight about the theoretical concepts of learning.								
CO5	Develop an understanding about the types of memory and the different models of memory								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Attention: Definition; process of attention-selective, divided and sustained attention; Types of Attention. Attentional shift and fluctuation of attention; Theoretical Perspectives- Broadbent, Treisman, Deutche and Norman	6	Student will understand about different models of attention.					1,2	
II	Perceptual System: Definition; Theories of Perception; Top-Down and Bottom-up Processing, Pattern Recognition: Feature Detection Analysis; Gestalt Approach; Prototype Matching; Brain and Perception; Ventral and Dorsal Pathways; perceptual Disruption: Illusion and Agnosia	6	Students will learn major theories and concepts related to sensation and perception, major aspects of visual perception and brain					1,2	
III	Learning: Definition; Theories of Learning- Trial and Error, Latent Learning, Insight Learning, Observational Learning; Theoretical Perspectives- Tolman, Hull, Skinner.	6	Gain knowledge and insight about the theoretical concepts of learning.					1,2	
IV	Psychophysics: Introduction; Methods of Psychophysics; Signal detection theory, Weber's Law, Fechner's law and Steven power law- Classical and modern approach; Approach on Information Processing Serial and Parallel.	6	Students will understand fundamental processes underlying human behaviour through experiments					1,2	
V	Memory: Definition; Types of memory- Sensory, Short-term and Long term; Working of Memory, Flashbulb and Autobiographical; Memory Task Explicit and implicit; Models of Memory- Atkinson and Shiffrin's, Tulving,	6	Develop understanding about the types of memory and the different					1,2	

	Craik and Lockhart, Trace and network model		models of memory.	
Practical	1. Stroop Effect Test 2. Bhatia's Battery of Performance Tests for Intelligence. 3. Bilateral Transfer: Transfer of Training Apparatus 4. Meaning on Retention(English): 5. Retroactive inhibition lists(English)	30	Learn to assess and measure the cognitive processes.	1,2, 3,4

TEXT BOOKS:

T1: Babbeley, A., Eysenck, M.W., & Anderson, M. C. (2015). Memory. New York: Psychology Press. Chance, P. (1988). Learning and Behaviour. California: Wadsworth.

T2: Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). Psychology (8th Ed.). N.Y: Houghton

T3: Galotti, K. M. (2008). Cognitive psychology: In and out of the laboratory (2nd Ed.). Bangalore: Wadsworth, Cengage Learning.

T4: Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology* (7th Ed.). New Delhi: Tata McGraw-Hill.

T5: Solso. Robert. L, Maclin. Otto. H, Kimberly. Maclin. M; Cognitive Psychology (8th Edition), ISBN 9789332536739. Pearson Education India.

REFERENCE BOOKS:

R1: Goldstein, E.B. (2011/2014). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Belmont, CA: Wadsworth Cengage.

R2: Kellog, R.T. (2007). Fundamentals of Cognitive Psychology, Sage Publication, New Delhi. 6. Matlin, M. W. (2006). Cognition, John Wiley & Sons, Inc. U.S.A.

R3: Miffin Smith, E. E. &Kosslyn, S. M. (2007) Cognitive Psychology Mind and Brain. Prentice – Hall of India Private Limited

R4: Riegler, B. R., &Riegler, G. R. (2008). Cognitive psychology: Applying the science of the mind (2nd Ed.). New Delhi: Dorling Kindersle

R5: Ronald. T. Kellog, Fundamentals of Cognitive Psychology, Second edition (16 August 2012), ISBN 978-8132110170. SAGE South Asia.

OTHER LEARNING RESOURCES:

1:<https://www.youtube.com/watch?v=rn0s8GVB2IA&list=PLWMGRpO3yg6V8rnHZkXjt8S64zMYUfs-K>

2:https://www.youtube.com/watch?v=xGgFWH_Z1Q&list=PLWMGRpO3yg6V41atP_HBF1kvZi76nlgfs

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop understanding about the ways in which humans engage in information processing	1,2,5,7
2	Develop knowledge of the key assumptions as well as distinguishing features of Cognitive psychology.	1,2,8
3	Knowledge regarding basic and higher cognitive processes in the information processing will be developed	1,2,3,5
4	Gain insight about the theoretical concepts of learning.	2,3,5,7,8
5	Develop an understanding about the types of memory and the different models of memory	1,2,5,8

SEMESTER – I									
Course Title	PHYSIOLOGICAL PSYCHOLOGY								
Course code	22MSCP112R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. Understand biological mechanisms involved in psychological processes such as emotion, sleep and arousal, stress 2. Realize the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour 3. Deal with the issues that many physiological psychologists consider in understanding how the brain and behaviour interact.								
CO1	Develop an in-depth knowledge relating to the response generated for an activity or behaviour in an individual.								
CO2	Understand the structure and functions of nervous system and its governing factor in context to various behaviours.								
CO3	Develop an understanding about the bio psychological basis and the factors associated with consciousness.								
CO4	Gain an understanding about the basic techniques and mechanisms related to sleep.								
CO5	Develop knowledge and insights regarding the associated factors related to stress, health and emotion.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		

I	Nervous system: Features of Nervous System, Ventricular System, Cerebrospinal fluid, Meninges, Blood brain barrier. Structure of Nervous system	9	Students will get an orientation towards the dynamics of brain behaviour complexity. will	1,2
II	Central and Peripheral Nervous System: Structure and Function of Brain and Spinal Cord; Cerebral Cortex Functioning; Peripheral nervous system, Brain and Language, Neuroplasticity	9	Students will understand the structure and functions of Nervous system and its governing factor to various behaviours	1,2
III	Consciousness- Its Bio psychological basis: Introduction; Factors associated with consciousness	9	Students will understand the bio psychological basis and the factors associated with consciousness	1,2
IV	Sleep: Stages of Sleep, Mechanical functioning of Sleep and dreaming in brain, Mechanism of sleep and dreaming, Sleep Disorders, Arousal Physiological correlation- Consciousness and sleep.	9	Students will understand the basic techniques and mechanisms related to sleep	1,2
V	Stress, Health and Emotion: Biopsychology of Emotion; Aggressive behaviour and Anxiety- its physiological correlation; Stress and Correlated diseases; Emphasis on Cardiovascular, Asthma, Diabetes, Hypertension, Arthritis and headache.	9	Students will understand the associated factors related to stress, health and emotion.	1,2

TEXT BOOKS:

T1. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience (5th Edition). Sunderland, Massachusetts: Sinauer Associates.

T2. Carlson, N. R. (2009). Foundations of Physiological Psychology (6th Edition). New Delhi: Pearson Education.

T3. Leukel, F. (1976). Introduction to Physiological Psychology. New Delhi: Pearson.

T4. Levinthal, C.F. (1983). Introduction to Physiological Psychology. New Delhi: Prentice Hall of India.

T5. Pinel, J. P. J. (2011). Biopsychology, 8th Edition. New Delhi: Pearson Education.

Reference Books:

R1. Rosenweig M.R, Leiman, et al (1999). Biological Psychology: Introduction to Behavioural, Cognitive, Clinical Neuroscience

R2. Khosla, M. (2017). Physiological Psychology: An Introduction. New Delhi: Sage Texts.

OTHER LEARNING RESOURCES:

1. Thompson, R. F. (1967). Foundations of physiological psychology.
2. <https://www.youtube.com/watch?v=bbcsw2q10A>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping

SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop an in-depth knowledge relating to the response generated for an activity or behaviour in an individual.	1,2,3
2	Understand the structure and functions of nervous system and its governing factor in context to various behaviours.	1,2,7
3	Develop an understanding about the bio psychological basis and the factors associated with consciousness.	1,3,5
4	Gain an understanding about the basic techniques and mechanisms related to sleep.	1,4,8
5	Develop knowledge and insights regarding the associated factors related to stress, health and emotion.	1,3,6

SEMESTER – I									
Course Title	HISTORY AND PHILOSOPHY OF PSYCHOLOGY								
Course code	22MSCP113R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. To introduce the roots of psychological theory with special focus on important theoretical constructs 2. To enable a comprehensive understanding of the contemporary psychological theories 3. To identify methodological problems and interpretations of important theoretical assumptions 								
CO1	Identify and appreciate the diversity of contributions to the contemporary fields of psychology.								
CO2	Develop critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology								
CO3	Describe the key figures in the history of psychology and their major contributions and perspectives.								
CO4	Develop knowledge on the early concept, principles and philosophy of mind and science.								
CO5	Develop an in-depth knowledge of the origin of the clinical psychology								
Unit-No.	Content			Contact Hour	Learning Outcome				KL
I	Schools of Psychology: Structuralism; Functionalism; Behavioral perspective (Skinner, Watson, Thorndike); Cognitive perspective (Albert Ellis, Aaron Beck, etc.); Object Relations Theory			9	Student will understand about the basic background of history of psychology				1,2
II	Philosophy of Mind and Science: Early Modern Psychological Thought, Ancient			9	Students will learn about the early concept, principles and philosophy of				1,2

	and Pre-modern psychological thought		mind and science	
III	Early natural science psychology: Natural science Psychology between world wars, Natural science Psychology after World War II	9	Students will learn about the concept of psychology before and after World War II	1,2
IV	Human science Psychology: Psycho analysis, The talking cure- Freud and Jung, Existential and Phenomenological philosophies,	9	Students will understand the early theories of psychoanalysis and existentialism	1,2
V	History of Clinical Psychology: An In-depth study, Origin of Clinical Psychology, Constructing Psychological Research	9	Students will have an in-depth knowledge of the origin of the clinical psychology	1,2

TEXT BOOKS:

T1. Brennan, J. F. (2005). History and systems of psychology. Delhi, India: Pearson Education.

T2. Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.

T3. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). Foundations of Indian psychology—Theories and concepts (Vol. 1). New Delhi, India: Pearson.

T4. Korchin, Sheldon. J (2004) Modern Clinical Psychology. CBS

T5. Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

T6. Misra, G., & Mohanty, A. K. (Eds.) (2002). Perspectives on indigenous psychology. New Delhi, India: Concept Publishing Company.

REFERENCE BOOKS:

R1. Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill

R2. Pickren, W, E. & Rutherford, A. (2010). A History of Modern Psychology in Context. New Jersey: John Wiley

R3. Schultz, D. P. (1969). A history of modern psychology. New York: N.Y. Academic press.

R4. Wade, C., & Tavris, C. (2006). Psychology. Upper Saddle River, NJ: Pearson Education Inc.

OTHER LEARNING RESOURCES:

- https://www.youtube.com/watch?v=_qqwq8EmTY4

- <https://www.youtube.com/watch?v=LhySxoUZ4D4>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify and appreciate the diversity of contributions to the contemporary fields of psychology.	1,3,5,6,7
2	Develop critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology	1,5,7
3	Describe the key figures in the history of psychology and their major contributions and perspectives.	1,3,6,7
4	Develop knowledge on the early concept, principles and philosophy of mind and science.	1,5,7
5	Develop an in-depth knowledge of the origin of the clinical psychology	1,3,5

SEMESTER – I									
Course Title	POSITIVE PSYCHOLOGY								
Course code	22MSCP114R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	3	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<p>1. To describe the basic concepts of the growing approach of Positive Psychology and its applications in various domains.</p> <p>2. To identify the positive emotions and the emerging paradigms of Positive Psychology.</p> <p>3. To build relevant competencies for experiencing and sharing happiness as lived experience and its implications.</p>								
CO1	Understand the meaning and significance of positive psychology as a science								
CO2	Comprehend specific human strengths such as optimism, resilience, hope & flow.								
CO3	Develop an understanding of ways of empowering people through the cultivation of these strengths.								
CO4	Develop in-depth understanding and implement the psychological testing in the context of positive psychology.								

CO5		Learn the implication and intervention of positive psychology for teaching, work, community		
Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	INTRODUCTION TO POSITIVE PSYCHOLOGY: Historical Background; Positive Psychology: Need, assumptions, goals and definitions, Western and Eastern View of Positive Psychology: Two traditions of happiness- Hedonic Happiness: Subjective Well-being Eudaimonic Happiness: Self-Realization, Developing Strengths and Living well, Strength and Virtue	6	Student will understand the historical development of Positive Psychology, happiness and the good life, wellbeing.	1,2
II	POSITIVE EMOTIONAL STATES AND PROCESSES: Positive Emotions; The Broaden and Build Theory of Positive Emotions; Positive Psychology of Emotional Intelligence Definition, Need and Role of Emotional Intelligence in Human functioning; Resilience: Definition and sources of resilience; Optimism: Definition and concept, Variation of optimism and pessimism	6	Students will learn about how positive emotion enhance immune system functioning and built psychological, social and resilience resources for coping with stressful life challenges	1,2
III	POSITIVE COGNITIVE STATES AND PROCESSES: Self efficacy and Personal Goals; Personal Goals Goals and Related Motivational Concepts What Goals contribute most to Well-Being; Self-Regulation; Control Theory, Self-Discrepancy Theory Flow: Csikszentmihalyi's Concept of flow, The Nature & Conditions of Flow, Flow & Motivation, Mindfulness and Well-Being, What is Mindfulness, Mindfulness Meditation; Empathy, Gratitude & Forgiveness	6	Students will learn about the concept of positive cognitive states and processes. The importance of self-control in a successful life. The major model describing the positive cognitive states and processes	1,2
IV	Psychological Testing in Positive Psychology: Importance of assessment in positive psychology, Ethical Issues, Areas of Assessment (Optimism, Life Satisfaction, Gratitude, Happiness, Strength, Motivation, Close relationships, Attachment)	6	Students will understand the indepth psychological testing in the context of positive psychology	1,2
V	Positive Intervention: Theoretical, empirical, and experiential nature of positive interventions	6	Students will learn the implication and intervention of positive psychology for teaching, work, community	1,2
Practical	1. The Satisfaction with Life Scale. 2. The Happiness Measures (HM) 3. The Gratitude Questionnaire (GQ-6) 4. The Meaning in Life Questionnaire 5. The Adult Hope Scale	30	Learn to administer psychological tests & questionnaires.	1,2, 3,4

TEXT BOOKS:

T1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. United Kingdom: Routledge.

T2. Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions.

REFERENCE BOOKS:

R1. Baumgardner, S.R. Crothers M.K. (2010). Positive Psychology. Upper Saddle River, New Jersey.: Prentice Hall

R2. Snyder, C.R. & Lopez. S. (2007).PositivePsychology.The Scientific and Practical explorations of Human Strengths.Sage Publications.

OTHER LEARNING RESOURCES:

<https://www.youtube.com/watch?v=TjWrL1MJb0>

<https://www.youtube.com/watch?v=X-hL52sdqmY>

<https://www.verywellmind.com/what-is-positive-psychology-2794902>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the meaning and significance of positive psychology as a science	1,5,6,7
2	Comprehend specific human strengths such as optimism, resilience, hope & flow.	1,3,5,6,7
3	Develop an understanding of ways of empowering people through the cultivation of these strengths.	1,3,5,6
4	Develop in-depth understanding and implement the psychological testing in the context of positive psychology.	1,3,4,7
5	Learn the implication and intervention of positive psychology for teaching, work, community	1,3,5,6,7

SEMESTER – I									
Course Title	CLINICAL SUPERVISED INTERNSHIP-I								
Course code	22MSCP115R	Total credits: 3 Total hours: 180	L	T	P	S	R	O/F	C
			0	0	0	0	12	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Program me	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. To know about the organization, vision and Missions 2. To know about the Community/ area where the Organization is working. 3. Initiatives taken by the Organization for the betterment of the community. 4. Understanding the problems in the community								
CO1	Develop professional skills in working as a psychologist in a community setting.								
CO2	Understand cross-cultural values and importance of cultural competency.								
CO3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.								
CO4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.								
CO5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.								

REFERENCE BOOKS:

R1: World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.

R2: Harris, O. J., & Hartman, S. J. (2001). *Organizational behavior*. Psychology Press.

R3: Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (2013). *Measures of personality and social psychological attitudes: Measures of social psychological attitudes* (Vol. 1). Academic Press.

OTHER LEARNING RESOURCES:

The students will be going to Organizations/NGO/Rehabilitation centres for one day in a week besides their regular theory classes. Every week they will submit their internship reports and meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop professional skills in working as a	1,3,4,6,

	psychologist in a community setting.	
2	Understand cross-cultural values and importance of cultural competency.	1,3,6,7,8
3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.	1,2,3,4
4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.	4,5,6,8
5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.	1,2,3,5,8

SEMESTER – I									
Course Title	FUNDAMENTAL OF STATISTICS								
Course code	22UMFS111R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	3	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.Help to understand the role of statistics in data analysis, decision-making, and scientific research 2.Introduce students to descriptive statistics, including measures of central tendency (mean, median, mode) and measures of dispersion (range, variance, standard deviation). 3.Teach students how to summarize and present data effectively using tables, charts, and graphs								
CO1	Improve understanding of Descriptive Statistics and Demography.								
CO2	Develop knowledge to understand the Probability theory, Distribution, and sampling methods.								
CO3	Develop knowledge to understand the methods for hypothesis testing and Biological data analysis.								
CO4	Develop knowledge to understand the principles of various statistical analyses of data.								
CO5	Develop knowledge on R language for data analysis								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Statistical Methods: Definition and scope of Statistics, concepts of statistical population and sample. Data: quantitative and qualitative, attributes, variables, scales of measurement nominal, ordinal, interval and ratio.	5	Foundational Understanding of Statistical Concepts				1,2		
II	Presentation: tabular and graphical, including histogram and ogives. Measures of Central Tendency: mathematical and positional. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, skewness and kurtosis.	5	Proficiency in Data Presentation and Analysis				1,2		
III	Bivariate data: Definition, scatter diagram, simple, partial and multiple correlation (3	5	Knowledge on Analyzing				1,2		

	variables only), rank correlation. Simple linear regression, fitting of polynomials and exponential curves.		Bivariate Data and Relationships	
IV	Random experiment: trial, sample point and sample space, event, Operations of Events, concepts of mutually exclusive and exhaustive events. Definition of probability: classical and relative frequency approach. Discrete probability space, Properties of probability, Independence of events, Conditional probability, total and compound probability rules, Normal probability Distribution, Binomial probability Distribution, Poisson Probability Distribution, Bayes' theorem and its applications.	8	Understanding of Probability and Distributions	1,2
V	Testing of hypothesis, parametric test: t-test, z-test, chi-square test. Non-Parametric test: One sample Kolmogorov test, wilcoxon Signed test, Mann-Whitney Test, Kruskal walis test.	7	Application of Hypothesis Testing and Statistical Tests	1,2
Practical	1.Introduction to R - A programming language and environment for data analysis and graphics. Syntax of R expressions: Vectors and assignment, vector arithmetic, generating regular sequence, logical vector, character vectors, Index vectors; selecting and modifying subsets of dataset 2.Data objects: Basic data objects, matrices, partition of matrices, arrays, lists, creating and using these objects; Functions- Elementary functions and summary functions, applying functions to subsets of data. Data frames: The benefits of data frames, creating data frames, combining data frames, Adding new classes of variables to data frames; Data frame attributes. 3.Importing data files: import. data function, read. table function; Exporting data: export. data function, cat, write, and write. table functions, function, formatting output - options, and format functions; Exporting graphs -export. graph function. Graphics in R: creating graphs using plot function, box plot, histogram, line plot, steam and leaf plot, pie chart, bar chart, multiple plot layout, plot titles, formatting plot axes; Visualizing the multivariate data: Scatter plot, Q-Q plot, P-Pplot. 4.Performing data analysis tasks: Reading data with scan function, exploring data using	30	A brief knowledge on using R for data analysis and visualization	1,2, 3,4

graphical tools, computing descriptive statistics, one sample tests, two sample tests, Goodness of fit tests. 5.Parametric test and Non-Parametric test			
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Text Books:

T1: Methods in Biostatistics by K S Negi , ISBN:9789374735053,4th Edition, Year:2023, AITBS Publishers, INDIA

T2: Dowdy, S., Wearden, S., & Chilko, D. (2011). *Statistics for research*. John Wiley & Sons.

Reference Books:

R1; "Introduction to the Practice of Statistics" by David S. Moore, George P. McCabe, and Bruce A. Craig

R2: "Statistics" by David Freedman, Robert Pisani, and Roger Purves

OTHER LEARNING RESOURCES:

1: https://www.youtube.com/watch?v=DWv-4rVY_L8

2: <https://umsystem.pressbooks.pub/isps/front-matter/introduction/>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Improve understanding of Descriptive Statistics and Demography.	1,5,8
2	Develop knowledge to understand the Probability theory, Distribution, and sampling methods.	1,5,8
3	Develop knowledge to understand the methods for hypothesis testing and Biological data analysis.	1,2,5
4	Develop knowledge to understand the principles of various statistical analyses of data.	1,5,8
5	Develop knowledge on R language for data analysis	1,5,8

SEMESTER – I									
Course Title	MINI-RESEARCH (REVIEW OF LITERATURE R1)								
Course code	22MCPR111R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 180	0	0	0	4	8	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To learn to review and assess scientific literature critically. 2.To write and present an overview of the relevant literature for a specific research topic.								
CO1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.								
CO2	Understanding on how to critically read and assess research papers and reviews.								
CO3	Develop understanding about the importance of ethical consideration in research writing.								
CO4	Identify the major key concepts and variables from the chosen research topic.								
CO5	Apply the knowledge in writing research papers in proper APA format and styles.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction to Literature Review/Scholarly Writing: Need for Literature Review, Theoretical and Conceptual framework, Sources of Review of Literature, Chronological reporting of review of literature both Indian & foreign, Gap in Research on topic of the study. Web Search and using Advanced Search Techniques for research through internet.		36	The student will be able to construct foundational knowledge and techniques of scholarly writing chronologically				1,2	
II	Referencing style: Referencing and various formats for reference writing of books and research papers. APA Reference Style Guide, Electronic references 7 th Edition (2020), APA DoI 2020. Reference style in engineering and other fields.		36	The students will be capable of referencing various sources in the format of APA writing style of 7 th edition, 2020				1,2	
III	Ethical considerations in research: Ethical considerations for conducting research and publication in psychosocial, behavioural & natural sciences. Acquaintance with ethics research committee.		36	The students will learn about the importance of ethical consideration in research writing				1,2	
IV	Practical training in Literature review: Selecting one of the major key concepts and variables from the topic of the research and		36	The students will be able to select one of the major key concepts and variables from the chosen				1,2	

	writingreview literature with different sources and its assessment by the supervisor. Resubmission of practicalreview following supervisor’s feedback.		research topic.	
V	Practical training of research paper writing: Familiarity with Professional Journals – National & International. Selection of topic for writing research paper, practical procedure for writing research paper based on modules of paper I & paper II.	36	The students will get practical exposure in writing research papers in proper APA format and styles.	1,2

TEXT BOOKS:

T1. Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.

T2. Winckel, A., & Hart, B. (1995). *Report writing style guide for engineering students*. University of South Australia, Faculty of Engineering.

REFERENCE BOOKS:

R1: Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.

R2: Cooper, H. (1998). Cooper, Harris, *Synthesizing Research: A Guide for Literature Reviews*, Thousand Oaks, CA: Sage, 1998.

R3: Hart, C. (2018). *Doing a literature review: Releasing the research imagination*.

OTHER LEARNING RESOURCES:

1: <https://www.youtube.com/watch?v= 8cU92nb6pk>

2: <https://www.simplypsychology.org/research-methods.html>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.	1,3,5
2	Understanding on how to critically read and assess research papers and reviews.	1,2,3,5
3	Develop understanding about the importance of ethical consideration in research writing.	1,4,5

4	Identify the major key concepts and variables from the chosen research topic.	1,2,5
5	Apply the knowledge in writing research papers in proper APA format and styles.	1,4,5

SEMESTER – I									
Course Title	MOOCS CE I								
Course code	22MACE111R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	3	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> Understand key concepts and theories through course materials and practical examples. Analyze information critically and develop evidence-based solutions. Improve communication skills through writing, presentations, and feedback. 								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,4,5,8
2	Develop skills to analyze information critically and propose effective solutions.	1,2,4,8
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8
4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,2,4,7,8
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	4,6,7,8

SEMESTER – I										
Course Title	EFFECTIVE ENGLISH (Communicative English & Soft Skills)									
Course code	22UMPD111R	Total credits: 2		L	T	P	S	R	O/F	C
		Total hours: 60P		0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite		Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY									
Semester	Fall/ I semester of first year of the programme									
Course Objectives	1.To introduce the types of sentences and their significance. 2.To strengthen the students' vocabulary to enhance their speaking and writing skills. 3.To familiarize the students with the importance of dress codes in various organizations. 4.To introduce the 3P's (Planning, prioritizing & performing) of Time Management. 5.To give insight into English pronunciation and into central concepts in phonetics.									
CO1	This course will enable students to analysis and identify the different types of sentences.									
CO2	Learners will be able to integrate the skills of reading and speaking in professional communication.									
CO3	Dress code Etiquette sessions will boost their confidence and morals.									
CO4	Students will learn about the effective and efficient utilization of time.									
CO5	Introduction to Phonetics and its importance will improve the learners 'pronunciation									
Unit- No.	Content			Contact Hour	Learning Outcome				KL	
I	Grammar: Interchange of Interrogative and Assertive Sentences, Exclamatory and Assertive Sentences, Types of Tenses, Common Errors, Synonyms, Antonyms, Homonyms			6	Students will demonstrate a fundamental understanding of grammar rules.				1,2,3	
II	Reading Skills: Techniques of Effective Reading, gathering ideas and information from a text The SQ3R Technique Interpret the text			6	Students will construct grammatically correct and varied sentence types.				1,2,3,4	
III	Listening Skills: What is listening? The Process of Listening, Factors that adversely affect Listening, Difference between Listening and Hearing, Purpose and Importance of Effective Listening, How to Improve Listening Process,			5	Students will confidently introduce themselves and engage in basic conversations with correct pronunciation.				1,2,3	
IV	Conflict Management: Definition, Type of Conflict Management, Effects of Conflict Management, Methods to deal with Conflicts (Negative)			7	Students will effectively communicate in both formal and informal settings.				1,2,3	
V	Time-Management Skills: Introduction To Time Management, Purpose and Importance of Time Management, Basic Tips to Maintain Time.			8	Students will deliver well-organized and visually supported presentations.				1,2	

Text Books:

- T1: Wren,P.C and Martin,H. 1995. High School English Grammar and Composition, S Chand Publishing.
 T2: English Grammar in Use, Raymond Murphy 4th edition, CUP.
 T3: Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.

Reference Books:

- R1; English Vocabulary in Use (Advanced), Michael McCarthy and Felicity, CUP.
 R2: Effective Communication and Soft Skills, Nitin Bhatnagar, Pearsons.

OTHER LEARNING RESOURCES:

1: <https://learnenglish.britishcouncil.org/skills/speaking>

2: <https://www.youtube.com/watch?v=HANw168huqA>

3: <https://www.youtube.com/watch?v=SFdSUHsLhU>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	This course will enable students to analysis and identify the different types of sentences.	3,7,8
2	Learners will be able to integrate the skills of reading and speaking in professional communication.	3,7,8
3	Dress code Etiquette sessions will boost their confidence and morals.	6,7,8
4	Students will learn about the effective and efficient utilization of time.	3,6,7,8
5	Introduction to Phonetics and its importance will improve the learners ‘pronunciation	7,8

SEMESTER – II									
Course Title	PSYCHOTHERAPY								
Course code	22MSCP121R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To comprehend basic psychotherapy skills. 2. To understand different phases in psychotherapy 3. To explore therapist's qualities for effective psychotherapy 4. To understand the detailed techniques developed on the principles of various schools of Psychology								
CO1	Develop a foundational knowledge and understand the ethical considerations in psychotherapy.								
CO2	Acquire essential skills and qualities necessary for effective therapy.								
CO3	Gain a thorough understanding of psychoanalytic concepts and techniques.								
CO4	Synthesize knowledge on non-Freudian psychoanalytic concepts and techniques.								
CO5	Develop knowledge and skills in behavioural and cognitive-behavioural therapies to apply evidence-based techniques in therapeutic interventions.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction to Therapy: Definition of psychotherapy, aims of psychotherapy, Phases of psychotherapy, Ethics of psychotherapy, Designing an informed consent- activity through demonstration, Difference between psychotherapy and counselling, Difference between advice, therapy, guidance counseling		9	Student will understand the concepts of therapy				1,2,3	
II	Skills and qualities in Psychotherapy: Core essential qualities as a therapist or counselor, Micro-skills as a therapist, Johari Window exploration of client and therapist: a demonstration, Rapport building role play activities.		9	Student will understand the concept of skills and qualities in psychotherapy				1,2,3,4	
III	Psychoanalytic Psychotherapy: Brief description of Freud's topological structure of mind, layers of consciousness, defence mechanisms and psychosexual stages of personality development, Core Psychoanalytic techniques, Transference and Counter Transference, Analysis of Transference, Importance of defences in psychoanalytic psychotherapy, Discussion of dream symbols and brief exploration into dream analysis		9	Student will understand the psychoanalytic psychotherapy				1,2,3	
IV	Neo-Freudian Psychoanalytic Psychotherapy: Jung's collective unconscious, symbols and dream analysis, Melanie Klein's techniques in psychotherapy, Individual Psychology by		9	Students will understand Neo-Freudian Psychoanalytic Psychotherapy				1,2,3	

	Alfred Adler and its application to psychotherapy, Self-Psychology principal application as techniques in psychotherapy.			
V	Behavioural and Cognitive behavioural therapy: Exposure therapies, Cognitive behavioural therapy by Aron Beck, Rational Emotive Behavioural Therapy by Albert Ellis	9	Students will understand the Behavioural and Cognitive behavioural therapy	1,2

TEXT BOOKS:

T1. Brems, C (2001) Basic skills in Psychotherapy & Counselling

T2. Jena, S. P. K. (2008). Behaviour Therapy: Techniques, Research and Applications. New Delhi: Sage.

T3. Josefowitz, N., & Myran, D. (2021). CBT Made Simple: A Clinician's Guide to Practicing Cognitive Behavioral Therapy. New Harbinger Publications

T4. Kazdin, A. E. (2001). Behaviour Modification in Applied settings, 6th Ed. Wadsworth

T5. Palmer, S (1999)- Introduction to Counselling & Psychotherapy •

REFERENCE BOOKS:

R1. Kazdin, A. E. (2001). Behaviour Modification in Applied settings, 6th Ed. Wadsworth

R2. Palmer, S (1999)- Introduction to Counselling & Psychotherapy

R3. Sharf R.S (2000) - Theories of Psychotherapy & Counselling Concepts & Cases

OTHER LEARNING RESOURCES:

1: <https://www.youtube.com/watch?v=g-i6QMvIAA0>

2: https://www.youtube.com/watch?v=-lOpXJlh2_w

3: <https://www.verywellmind.com/psychotherapy-4157172>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge and understand the ethical considerations in psychotherapy.	1,4,5
2	Acquire essential skills and qualities necessary for effective therapy.	1,3,4,6,7
3	Gain a thorough understanding of psychoanalytic concepts and techniques.	1,2,3,5
4	Synthesize knowledge on non-Freudian	1,2,3,5

	psychoanalytic concepts and techniques.	
5	Develop knowledge and skills in behavioural and cognitive-behavioural therapies to apply evidence-based techniques in therapeutic interventions.	1,2,3,5,7,8

SEMESTER – II									
Course Title	PERSONALITY THEORIES AND ASSESSMENT								
Course code	22MSCP122R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> To have a general orientation towards the concept of personality. To enable students to understand the different personality assessment techniques. To familiarize students with the important theories of personality. To develop research orientation in the field of personality. To help them in identifying the general themes of personality 								
CO1	Develop a foundational knowledge in the field of personality psychology.								
CO2	Gain an in-depth knowledge of psychodynamic personality theories.								
CO3	Build an idea on the learning theories of personality.								
CO4	Gain an in-depth knowledge in humanistic and existential theories of personality.								
CO5	Develop a comprehensive knowledge in personality research and assessment.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction to Personality: Meaning of Personality; Determinants of Personality; Nature-Nurture Controversy; Type and Trait Theory of Personality		6	Student will understand towards the concept of personality.				1,2,3	
II	Psychodynamic Theories: Sigmund Freud; Alfred Adler, Carl Jung's Analytical Psychology, Erickson's psychosocial theory, Karen Horney		6	Student will understand the concept of psychodynamic theories of personality				1,2,3,4	
III	Learning Theories of Personality: Albert Bandura and Skinner; Kelly's Cognitive Theory of Personality		6	Student will understand the concept of Learning theories of personality				1,2,3	
IV	Humanistic and Existential Theory of Personality: Abraham Maslow, Carl Rogers; Victor Frankl		6	Students will understand the importance of Humanistic and Existential theory of personality				1,2,3	
V	Research and Assessment in Personality: Current Status and Future Directions in Personality Psychology, Cross-Cultural Issues; Structured (Self Report Inventories) and Unstructured (Projective Techniques).		6	Students will understand the research and assessment in personality				1,2	
Practical	<ol style="list-style-type: none"> Eysenck's Personality Inventory (EPI) (English) 16 P.F. Questionnaire by Cattell and IPAT Staff –Indian Print (English) 		30	Develop a comprehensive understanding of personality assessment techniques, including				1,2,3,4	

	3. NEO-FFI 4. BIG –FIVE INVENTORY 5. Interview		Eysenck's Personality Inventory, the 16 Personality Factor Questionnaire, NEO-FFI, Big-Five Inventory, and interview methods.	
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TEXT BOOKS:

- T1. Carducci, B. J. (2009). The psychology of personality: Viewpoints, research & application. Hong Kong: Wiley-Blackwell.
- T2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian edition. New Delhi, India: Pearson Education.
- T3. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). Foundations of Indian psychology—Theories and concepts (Vol. 1). New Delhi, India: Pearson.
- T4. Feist, J., Feist, G.J. & Herman, T.A.R.W. (2018). Theories of Personality. Tata McGraw Hill
- T5. Friedman, H. S., & Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India: Pearson.

REFERENCE BOOKS:

- R1. Hall, Calvin. S, Lindzey, Gardner, Campbell. John (2007) Theories of Personality, Wiley.
- R2. Kuppaswamy, B. (2001). Elements of ancient Indian psychology. New Delhi, India: Konark Publishers Pvt. Ltd.
- R3. Misra, G., & Mohanty, A. K. (Eds.) (2002). Perspectives on indigenous psychology. New Delhi, India: Concept Publishing Company.
- R4. Morf, C. C., & Ayduk, O. (Eds.). (2005). Current Directions in Personality Psychology. Upper Saddle River, NJ: Pearson/Prentice Hall.
- R5. Mroczek, D. K., & Little, T. D. (Eds.). (2006). Handbook of Personality Development. Mahwah, NJ: Lawrence Erlbaum Associates.

OTHER LEARNING RESOURCES:

- 1: <https://psychcentral.com/health/personality-theories-in-psychology>
- 2: <https://www.simplypsychology.org/personality-theories.html>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping

SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge in the field of personality psychology.	1,2,3,5,7,8
2	Gain an in-depth knowledge of psychodynamic personality theories.	1,2,3,5,7,8
3	Build an idea on the learning theories of personality.	1,2,3,5,7,8
4	Gain an in-depth knowledge in humanistic and existential theories of personality.	1,2,3,5,7,8
5	Develop a comprehensive knowledge in personality research and assessment.	1,2,3,5,7,8

SEMESTER – II									
Course Title	PSYCHOPATHOLOGY								
Course code	22MSCP123R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<p>To understand the diagnostic criteria for different psychological disorders, according to DSM-5 and ICD-10</p> <p>2. To explore the etiology of psychological disorders</p> <p>3. To understand the predisposing, precipitating and protective factors in developing vulnerabilities of the patient</p> <p>4. Learning brief psychopharmacology interventions and understanding specific psychotherapeutic therapies for each disorder</p>								
CO1	Acquire foundational knowledge and skills in psychopathology models, ethical principles, and psychological evaluation.								
CO2	Gain Proficiency to assess, diagnose, and intervene in anxiety, somatoform, and mood disorders using tailored, evidence-based strategies								
CO3	Understand the process of assessment, diagnosis, and intervention strategies for various substance use and addictive disorders.								
CO4	Acquire the technique of assessment, diagnosis, and intervention strategies for schizophrenia spectrum, personality, and sexual disorders.								
CO5	Develop a comprehensive understanding in the assessment, diagnosis, and intervention strategies for neurodevelopmental disorders.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction:Models of psychopathology (Psychoanalytic, behavioral, cognitive, biology); Code of conduct; principles of psychological evaluation; Case history taking with a special emphasis on mental status examination; Diagnostic criteria of DSM and ICD		4	Student will understand the models of psychopathology.				1,2,3	
II	Anxiety, Somatoform and Mood disorders: Generalized Anxiety Disorder, Phobia, Panic Disorder, Post-Traumatic Stress disorder, obsessive-compulsive disorder.Somatoform		5	Student will understand theAnxiety, Somatoform and Mood disorders				1,2,3,4	

	disorder and Dissociative Disorder: Somatoform disorder types, Dissociative disorder types, Stress Reaction: etiology, diagnosis, prevalence and treatment. Symptoms, Diagnosis, etiology, intervention of mood disorders			
III	Substance Use and Addictive Disorders: Alcohol use disorder, Caffeine related disorders, Cannabis related disorders, Hallucinogen related disorders, Inhalant related disorders, Opioid related disorders, Sedative-hypnotic-anxiolytic related disorder, Stimulant related disorder, Tobacco related disorder, Anabolic androgenic steroid abuse and other substance abuse disorders.	4	Student will understand the Substance Use and Addictive Disorders:	1,2,3
IV	Schizophrenia spectrum and other psychotic Disorders: Psychotic episodes- Brief and long, Post-partum Psychosis, Delusional disorder.	6	Students will understand the importance of Schizophrenia spectrum and other psychotic Disorders	1,2,3
V	Personality Disorders: Cluster A- Paranoid, Schizoid, Schizotypal; Cluster B- Antisocial, Borderline, Histrionic, Narcissistic; Cluster C- Avoidant, Dependent, Obsessive compulsive personality type.	3	Students will understand the Personality disorders	1,2
VI	Sexual Disorder: Paraphilias; Sexual Dysfunctions- Disorder of Sexual Pain, Desire, Arousal, erectile Dysfunction, Premature Ejaculation and Orgasm Disorder	3	Students will understand the details of sexual disorders	
VII	Neurodevelopmental Disorder: Communication Disorder; Pervasive Developmental Disorder; Attention Deficit Hyperactivity Disorder; Specific Learning Disorder; Mood Disorder and Intellectual Disability	5	Students will understand in details the neurodevelopmental	
Practical	<ol style="list-style-type: none"> 1. NIMHANS Neuropsychological Assessment Battery 2. ADHD Rating Scale 3. Developmental Psychopathology Checklist 4. Beck's Depression inventory 5. Beck's Suicidal Ideation Inventory 6. Anxiety, Depression, and Stress Scale by Pallavi Bhatnagar (Hindi/English): 7. Sexual Anxiety Scale by P. Kumar (Hindi/English): 8. Behavioral Check list for Screening the Learning Disabled by Smriti Swarup and D.H.Mehta(English) 9. Mental Health Battery by A. K. Singh and. Alpana Sengupta(Hindi/English) 10. Fear Check List by Ravinder Kaur(Hindi/English): 	30	Acquire a thorough understanding of various mental health assessment tools, including the NIMHANS Neuropsychological Assessment Battery, ADHD Rating Scale, Developmental Psychopathology Checklist, Beck's Depression and Suicidal Ideation Inventories, Anxiety, Depression, and Stress Scale, Sexual Anxiety Scale, Behavioral Checklist for Learning Disabilities, Mental Health Battery, and Fear Checklist.	1,2,3,4

TEXT BOOKS:

T1. Adams P.B. and Sutker, H.E. (2001) Comprehensive Handbook of Psychopathology. (3rd edition). NY: Springer.

T2. Ahuja, N., & Vyas, J.N., (1999). Textbook of Postgraduate Psychiatry. (2 Edition.) Jaypee brothers: New Delhi.

T3. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5). American Psychiatric Pub.

T4. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, DSM-V

T5. Barlow, D.H. & Durand, V.M. (2005). Abnormal Psychology (4th Edition). Pacific Grove: Books/Cole

REFERENCE BOOKS:

R1. Capuzzi, D., & Gross, D.R. (2008). Counselling and Psychotherapy. Theories and Interventions (4th Edition). Delhi: Pearson Education, Inc.

R2. Corey, G. (2009). Counselling and Psychotherapy. Theory and Practice. Delhi: Cengage Learning India Private Limited.

R3. Millon, T. Blaney, P. and Davis R.D. (1999). Oxford textbook of psychopathology. United Kingdom: Oxford University Press.

R4. Sadock B.J. and Sadock V.A. (2007). Kaplan and Sadock's Synopsis of Psychiatry, (10th Edition). PA: Lipincott, Williams and Wilkins.

OTHER LEARNING RESOURCES:

1: <https://www.youtube.com/watch?v=wuhJ-GkRRQc>

2: <https://www.youtube.com/watch?v=jeqDmFUV1Gk>

3. <https://www.britannica.com/science/psychopathology>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire foundational knowledge and skills in psychopathology models, ethical principles, and psychological evaluation.	1,2,4,5
2	Gain Proficiency to assess, diagnose, and intervene in anxiety, somatoform, and mood disorders using tailored, evidence-based strategies	1,2,3,4,5

3	Understand the process of assessment, diagnosis, and intervention strategies for various substance use and addictive disorders.	1,2,3,5
4	Acquire the technique of assessment, diagnosis, and intervention strategies for schizophrenia spectrum, personality, and sexual disorders.	1,2,3,4,5
5	Develop a comprehensive understanding in the assessment, diagnosis, and intervention strategies for neurodevelopmental disorders.	1,2,3,5

SEMESTER – II									
Course Title	CLINICAL SUPERVISED INTERNSHIP-II								
Course code	22MSCP124R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	0	0	0	0	12	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> To know about the organization, vision and Missions To know about the Community/ area where the Organization is working. Initiatives taken by the Organization for the betterment of the community. Understanding the problems in the community 								
CO1	Develop professional skills in working as a psychologist in a multidisciplinary context.								
CO2	Develop practical skills in taking case history and mental status examination.								
CO3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.								
CO4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.								
CO5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.								

REFERENCE BOOKS:

R1: World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.

R2: Harris, O. J., & Hartman, S. J. (2001). *Organizational behavior*. Psychology Press.

R3: Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (2013). *Measures of personality and social psychological attitudes: Measures of social psychological attitudes* (Vol. 1). Academic Press.

OTHER LEARNING RESOURCES:

The students will be going to Organizations/NGO/Rehabilitation centres for one day in a week besides their regular theory classes. Every week they will submit their internship reports and meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop professional skills in working as a psychologist in a community setting.	1,3,4,6,
2	Understand cross-cultural values and importance of cultural competency.	1,3,6,7,8
3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.	1,2,3,4
4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.	4,5,6,8
5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.	1,2,3,5,8

SEMESTER – II									
Course Title	TECHNO-PROFESSIONAL SKILLS-IACADEMIC, READING AND WRITING								
Course code	22MSCP125R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. 1. Read research articles accurately, being able to abstract their essential ideas and understand their implications. 2. Write concisely and objectively using APA format, the standard of our field.								
CO1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO2	Develop the ways in recognizing and describe problems operationally to study them empirically.								
CO3	Understand the use of grammar appropriate to professional standards and conventions (e.g., APA writing style).								
CO4	Develop the ways in constructing arguments clearly and concisely using evidence- based psychological concepts and theories.								
CO5	Gain knowledge and become well equipped with APA writing style to make precise and persuasive arguments.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Organizing and Developing Your Ideas and Writing Formulating your ideas; Assessing your	20	Students will develop the knowledge of formulating new ideas and to conduct a quality					1,2	

	sources; How to conduct a literature search; How to read and summarize a Journal Article.		literature review	
II	Scholarly Writing and Elements of Style Types of Articles and Papers; Ethical, Legal and Professional standards in Publishing; Paper Elements and Format; Effective Scholarly Writing; Grammar and Usage	20	It will enable the students to explore in the area of scholarly writing and to have the basic idea of ethical and legal norms of publication.	1,2
III	Guidelines for Academic Writing Bias-free Language guidelines; Mechanics of Style; Tables and Figures; Works Credited in the Text; Reference List and Examples	20	The students will acquire advance knowledge of academic writing and reference, citation as per the APA 7 th edition.	1,2

TEXT BOOKS:

T1. Beins, B. C., & Beins, A. M. (2020). Effective writing in psychology: Papers, posters, and presentations (3rd ed.).

T2. John Wiley & Sons. American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

T3. Association (7th ed.). Washington, DC: American Psychological Association.

REFERENCE BOOKS:

R1. Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide, New York: Taylor and Francis.

OTHER LEARNING RESOURCES:

<https://www.bing.com/videos/search?q=Academic+writing+you+tube+research&docid=603532644149918944&mid=47AEF928A9C355FD1D9747AEF928A9C355FD1D97&view=detail&FORM=VIRE>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.	1,3,5,7

2	Develop the ways in recognizing and describe problems operationally to study them empirically.	1,3,4,5,6
3	Understand the use of grammar appropriate to professional standards and conventions (e.g., APA writing style).	1,3,4,7
4	Develop the ways in constructing arguments clearly and concisely using evidence- based psychological concepts and theories.	1,3,4,5,7
5	Gain knowledge and become well equipped with APA writing style to make precise and persuasive arguments.	1,3,4,5,7

SEMESTER – II									
Course Title	GE- YOUTH PSYCHOLOGY								
Course code	22MSCP126R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Spring/ II semester of first year of the programme								
Course Objectives	1. To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface. 2. To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.								
CO1	Understand the discipline of youth psychology as an area of study								
CO2	Understand how theories try to explain youth development								
CO3	Understand how youth psychologists help in addressing the issues								
CO4	Develop understanding of issues related to youth, gender and identity								
CO5	Develop in-dept understanding about Gender and identity								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
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	8	Student will understand the concept of youth psychology				1,2		
II	Youth and Identity Family: Parent-youth	8	Student will understand youth and identity				1,2		

	<p>conflict,siblingrelationships,inter-generationalgap</p> <p>Peergroupidentity:FriendshipsandRomanticrelationshipsWorkplaceidentityandrelationships</p> <p>Youthculture:InfluenceofglobalizationonYouthidentityandIdentitycrisis</p>			
III	<p>Gender andIdentityIssues of Sexuality inYouthGenderdiscriminationCultureand</p> <p>Gender:Influenceof globalization on Genderidentity</p>	7	Student willunderstandGenderandidentity	1,2
IV	<p>Issuesrelatedto Youth,GenderandIdentity</p> <p>Youth,GenderandviolenceEnhancingwork-lifebalanceChanging roles and womenempowerment</p> <p>Encouraging non-genderstereotypedattitudesinyouth</p>	7	Students willunderstand issues relatedtoyouth,genderandidentity	1, 2

TEXTBOOKS:

T1. Berk,L.E.(2010).ChildDevelopment (9thEd.).NewDelhi: PrenticeHall.

T2. Baron,R.A., Byrne, D.&Bhardwaj. G(2010).SocialPsychology(12th Ed).NewDelhi:Pearson

REFERENCE BOOKS:

R1: D'Augelli, A. R., & Patterson, C. (Eds.). (2001). *Lesbian, gay, and bisexual identities and youth: Psychological perspectives*. Oxford University Press, USA.

R2: Doise, W. (1996). *Social psychology and the study of youth*. na.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=eJTio_MhG3M

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the discipline of youth psychology as an area of study	1,2,3,5,7
2	Understand how theories try to explain youth development	1,3,5,7

3	Understand how youth psychologists help in addressing the issues	1,2,3,5,7
4	Develop understanding of issues related to youth, gender and identity	1,2,5,7
5	Develop in-depth understanding about Gender and identity	1,3,5,7

SEMESTER – II									
Course Title	RESEARCH METHODOLOGY AND STATISTICAL ANALYSIS								
Course code	22UMRM121R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. The course aims to enhances the students’ a broad understanding of research methodology, including theory of science and qualitative and quantitative methods in research. 2. The course seeks to enhance the students’ skills for developing critical thinking through research literature review in different domain. Consequently, 3. To develop Students competency in planning, conducting, evaluating and presenting a research project. 								
CO1	Develop basic knowledge of Research methods								
CO2	Gain the knowledge of Research Methodology.								
CO3	Acquire the knowledge of basic Report/dissertation Procedure.								
CO4	Acquire the knowledge of basic Data Analysis Procedure for day-to-day use.								
CO5	Synthesize the theoretical research knowledge								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Research Methodology- An Introduction- meaning and objectives of the research, motivation in research, types, and significance of the research, criteria of good research. Defining the Research Problems- definition of the research problem, the necessity of defining the research problem	6	Knowledge on fundamental concepts of research methodology, including the meaning and objectives of research					1,2	
II	Research Design- meaning and need of research design, features of a good design, different research designs, Sampling Design- steps in sampling design, Sample Size determination, criteria for selecting a sampling design, different types of sampling design, Experimental Design, Principles of Design of Experiment, One – way ANOVA, Two- Way ANOVA, CRD, RBD, LSD, 22, 23 Factorial Design	6	Able to understand and apply the fundamental principles of research design, including the meaning and necessity of research design					1,2	
III	Types of data, sources of data collection, tools of data collection,	6	A good knowledge on different types of data and identify various sources and tools for data					1,2	

	Nominal, ordinal, interval and ratio – Attitude scale construction and measurement, rating scales, semantic differential (SD), Use of scale in statistical analysis, Schedules for interviews preparation and standardization, development of survey instruments, and item analysis for the questionnaire		collection	
IV	Planning and organizing research report, Format of the research report, Different steps of writing report, layout of the research report, How to organize thesis/Dissertation, mechanics of writing a research report, standard methods of quoting- presenting the result, written and oral reports, Uses of the abstract, format of the research report, presentation of statistics - tabular and graphic references, and uses of references, Bibliography, and presentation of bibliography	6	Able to organize and write a comprehensive research report	1, 2
V	Intellectual property right (IPR), Introduction and the need for IPR, IPR in India and worldwide, Patents, Trademarks, Copyright & Related Rights, Industrial Design, Traditional Knowledge and Geographical Indications, Patentable and non-patentable, patenting life, Filing of a patent application, The different layers of the international patent system, Case studies on Basmati rice, Turmeric, and Neem patents	6	Knowledge on importance of Intellectual Property Rights (IPR) both in India and globally	1,2

TEXT BOOKS:

T1: Methods in Biostatistics by K S Negi , ISBN:9789374735053,4th Edition, Year:2023, AITBS Publishers, INDIA

REFERENCE BOOKS:

R1. Johnson & Christensen. (2004). Educational Research: Quantitative, qualitative and mixed approaches, 2nd Ed. Boston: Allyn & Bacon.

OTHER LEARNING RESOURCES:1: https://www.youtube.com/watch?v=DWv-4rVY_L82: <https://umsystem.pressbooks.pub/isps/front-matter/introduction/>**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop basic knowledge of Research methods	1,3,5,6,8
2	Gain the knowledge of Research Methodology.	1,3,5,6,8
3	Acquire the knowledge of basic Report/dissertation Procedure.	1,3,5,6,8
4	Acquire the knowledge of basic Data Analysis Procedure for day-to-day use.	1,3,5,6,8
5	Synthesize the theoretical research knowledge	1,3,5,6,8

SEMESTER – II									
Course Title	MOOCS CE II								
Course code	22MACE121R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	0
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,4,5,8

2	Develop skills to analyze information critically and propose effective solutions.	1,2,4,8
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8
4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,2,4,7,8
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	4,6,7,8

SEMESTER – II									
Course Title	MINI RESEARCH(RESEARCH GAP ANALYSIS-R2)								
Course code	22MCPRI11R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	0	0	0	4	16	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To learn to review and assess scientific literature critically. 2. To write and present an overview of the relevant literature for a specific research topic.								
CO1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.								
CO2	Understanding on how to critically read and assess research papers and reviews.								
CO3	Develop understanding about the importance of ethical consideration in research writing.								
CO4	Identify the major key concepts and variables from the chosen research topic.								
CO5	Apply the knowledge in writing research papers in proper APA format and styles.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Literature Review/Scholarly Writing: Need for Literature Review, Theoretical and Conceptual framework, Sources of Review of Literature, Chronological reporting of review of literature both Indian & foreign, Gap in Research on topic of the study. Web Search and using Advanced Search Techniques for research through internet.	15	The student will be able to construct foundational knowledge and techniques of scholarly writing chronologically				1,2		
II	Referencing style: Referencing and various formats for reference writing of books and research papers. APA Reference Style Guide, Electronic references 7 th Edition (2020), APA DoI 2020. Reference style in engineering and other fields.	15	The students will be capable of referencing various sources in the format of APA writing style of 7 th edition, 2020				1,2		
III	Ethical considerations in research: Ethical considerations for conducting research and publication in psychosocial, behavi		The students will learn about the importance of ethical consideration				1,2		

	oral&natural sciences. Acquaintance with Ethics research committee.	15	research writing	
IV	Practical training in Literature review: Selecting one of the major key concepts and variables from the topic of the research and writing Review literature with different sources and its assessment by the supervisor. Resubmission of practical Review following supervisor's feedback	15	The students will be able to select one of the major key concepts and variables from the chosen research topic.	1, 2
V	Practical training of research paper writing: Familiarity with Professional Journals – National & International. Selection of topic for writing	15	The students will get practical exposure in writing research papers in proper APA format and styles.	1, 2

TEXTBOOKS

T1: Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.

REFERENCE BOOKS:

R1: Cooper, H. (1998). Cooper, Harris, *Synthesizing Research: A Guide for Literature Reviews*, Thousand Oaks, CA: Sage, 1998.

R2: Hart, C. (2018). *Doing a literature review: Releasing the research imagination*.

R3: Winckel, A., & Hart, B. (1995). *Report writing style guide for engineering students*. University of South Australia, Faculty of Engineering.

OTHER LEARNING RESOURCES:

https://www.researchgate.net/publication/23469528_Writing_a_literature_review_article

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.	1,3,5
2	Understanding on how to critically read and assess research papers and reviews.	1,2,3,5
3	Develop understanding about the importance of ethical consideration in research writing.	1,4,5

4	Identify the major key concepts and variables from the chosen research topic.	1,2,5
5	Apply the knowledge in writing research papers in proper APA format and styles.	1,4,5

SEMESTER – II									
Course Title	COMMUNICATION MASTERY (Communicative English & Soft Skills)								
Course code	22UMPD121R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To familiarize students with the transformation of sentences and the appropriate use of prepositions. 2. To enhance the writing skills in different areas including CV and cover letter writing. 3. To convey meaning by reinforcing, substituting for or contradicting verbal communication. 4. Productivity and performance boosting activities for professional goal achievement.								
CO1	Enable the students to take initiative, guide the discussion, and influence others positively.								
CO2	Improve student's ability in framing different sentences while speaking and writing								
CO3	Develop writing skills in different areas including paragraph and email.								
CO4	Plan efficiently for discussions in different platforms by enhancing their thought process and problem-solving skills								
CO5	Encompass personal growth, career advancement, enhanced communication, and the ability to navigate a variety of professional situations successfully								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Grammar: i. Use of Prepositions ii. Tag questions iii. Idioms, Phrases and Clauses iv. Simple, complex, compound sentences		6	Students will master the correct use of prepositions in various contexts.				1,2,3	
II	Writing Skills: i. The Basics of Writing; avoid ambiguity and vagueness ii. Paragraph Writing iii. Precis Writing iv. Letter Writing v. Resume, CV and Cover Letter		6	Students will learn to write clearly, avoiding ambiguity and vagueness.				1,2,3,4	

III	Self-Management Skills i. SWOT Analysis ii. Self-Regulation-Goal Setting iii. Personal Hygiene	6	Students will conduct personal SWOT analyses to identify strengths, weaknesses, opportunities, and threats.	1,2,3
IV	Non-Verbal Communication- Sciences of Body Language i. What is Non-Verbal Communication & Body Language, ii. Elements of Communication, iii. Types of Body Language, iv. Importance and Impact of Body Language, v. Types of Communication through Body Language, vi. Introduction to Haptic, Introduction to Kinesics, vii. Introduction to Proxemics, viii. Body Language Do's and Don'ts, Doubt Clearing Session	6	Students will grasp the basics of non-verbal communication and body language.	1,2,3
V	Group Discussion (Theory) i. Importance, ii. Planning, Elements, and Skills assessed; iii. Effectively disagreeing, iv. Initiating, v. Summarizing and Attaining the Objective	6	Students will appreciate the significance of group discussions in various settings.	1,2

TEXT BOOKS:

- Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
- McDowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition).

REFERENCE BOOKS:

- Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking, Ian Tuhovsky, 2019
- A Textbook for AECC English Communication: Interface, Dr. Kironmoy Chetia and Pranami Bania Breez Mohan Hazarika, January 2019.

OTHER LEARNING RESOURCES:

- <https://youtu.be/x60GHpQ8gJk>
- https://youtu.be/Ke_oSN-BCaY
- <https://youtu.be/TDPDtrLxT-c>
- <https://www.classcentral.com/report/toefl-preparation/>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Enable the students to take initiative, guide the discussion, and influence others positively.	3,7,8
2	Improve student's ability in framing different sentences while speaking and writing	3,7,8
3	Develop writing skills in different areas including paragraph and email.	6,7,8
4	Plan efficiently for discussions in different platforms by enhancing their thought process and problem-solving skill	3,6,7,8
5	Encompass personal growth, career advancement, enhanced communication, and the ability to navigate a variety of professional situations successfully	7,8

SEMESTER – II									
Course Title	UNIVERSAL HUMAN VALUES (UHV)+PROFESSIONAL ETHICS								
Course code	22UUHV101R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 15T+30P	1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<p>1.To understand and implement the principles, guidelines, and processes for value education to meet human aspirations and foster harmony.</p> <p>2.To explore and promote harmony within the family, society, nature, and existence through ethical reasoning and decision-making.</p> <p>3.To cultivate values-based leadership skills for ethical decision-making in personal and professional contexts.</p>								
CO1	Learn and understand the Need, Guidelines, Content and Process for Value Education								
CO2	Fulfill the human aspirations like understanding and living in harmony at various levels.								
CO3	Learn and understand harmony in family and society								
CO4	Learn and understand harmony in nature and existence.								
CO5	Develop skills to promote ethical reasoning and decision-making in personal and professional contexts, fostering values-based leadership.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	<p>Course Introduction - Need, Basic Guidelines, Content, and Process for Value Education</p> <p>Understanding the need, basic guidelines, content, and process for Value Education is essential. Self-exploration involves examining one's own beliefs and experiences, utilizing natural acceptance and experiential validation as mechanisms. Achieving continuous happiness and prosperity involves understanding basic human aspirations. It requires comprehending the right priorities of right understanding, relationships, and physical facilities for fulfilling human aspirations. Correctly understanding happiness and prosperity is crucial for critically appraising the current scenario. Methods to fulfill these human aspirations involve understanding and living in harmony at various levels.</p>	6	Students will understand the need, guidelines, content, and process for value education to achieve happiness and prosperity through self-exploration and harmony at various levels.				2,3		
II	<p>Understanding Harmony in the Human Being - Harmony in Myself!</p> <p>Understanding the human being as a coexistence of the sentient 'I' and the material 'Body' is fundamental. The needs of the Self ('I') and the Body, namely Sukh and Suvidha, must be comprehended. The</p>	6	Students will comprehend the coexistence of 'I' and the body, ensuring personal harmony through self-awareness and the balance of physical and mental needs.				2, 3,4		

	<p>Body should be seen as an instrument of 'I,' with 'I' being the doer, seer, and enjoyer. Recognizing the characteristics and activities of 'I' and achieving harmony within 'I' is essential. Harmony with the Body involves Sanyam and Swasthya, and a correct appraisal of physical needs, defining prosperity in detail. Programs to ensure Sanyam and Swasthya through practice exercises and case studies will be conducted in practice sessions.</p>			
III	<p>Understanding Harmony in the Family and Society - Harmony in Human-Human Relationships</p> <p>Understanding harmony in the family, the basic unit of human interaction, is vital. Values in human-human relationships, such as Nyaya and the program for its fulfillment to ensure Ubhay-tripti, need to be understood. Foundational values of relationships include Trust (Vishwas) and Respect (Samman). Understanding the meaning of Vishwas and the difference between intention and competence is important. Similarly, comprehending the meaning of Samman and the difference between respect and differentiation, along with other salient values in relationships, is crucial. The harmony in society, as an extension of the family, includes goals such as Samadhan, Samridhi, Abhay, and Sahastitva. Visualizing a universal harmonious order in society, from an undivided society (Akhand Samaj) to a universal order (Sarvabhaum Vyawastha), will be addressed through practice exercises and case studies.</p>	6	<p>Students will learn to foster trust, respect, and justice in family and societal relationships, promoting a harmonious social order.</p>	2, 3
IV	<p>Understanding Harmony in Nature and Existence - Whole Existence as Co-existence</p> <p>Understanding the harmony in nature is crucial. This includes the interconnectedness and mutual fulfillment among the four orders of nature, emphasizing recyclability and self-regulation. Comprehending existence as the co-existence (Sah-astitva) of mutually interacting units in all-pervasive space is fundamental. A holistic perception of harmony at all levels of existence will be explored through practice exercises and case studies.</p>	6	<p>Students will explore the interconnectedness and mutual fulfillment within nature and existence, developing a holistic perception of harmony.</p>	2, 3,4

V	<p>Implications of the Above Holistic Understanding of Harmony on Professional Ethics</p> <p>The natural acceptance of human values forms the basis of this unit. The definitiveness of ethical human conduct is essential for developing a basis for humanistic education, humanistic constitution, and a humanistic universal order. Competence in professional ethics includes the ability to utilize professional competence to augment the universal human order, identify people-friendly and eco-friendly production systems, and develop appropriate technologies and management patterns for these systems. Case studies of typical holistic technologies, management models, and production systems will be analyzed. Strategies for transitioning from the present state to a Universal Human Order will be discussed, focusing on socially and ecologically responsible engineers, technologists, and managers at the individual level, and mutually enriching institutions and organizations at the societal level.</p>	6	Students will apply human values and ethical principles in professional contexts, supporting a humanistic universal order through sustainable practices.	4,5
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TEXT BOOKS:

1. Value Education for Young Leaders" by S.K. Kapoor
2. The Art of Happiness" by Dalai Lama and Howard Cutler
3. The Seven Principles for Making Marriage Work" by John Gottman
4. The Web of Life: A New Scientific Understanding of Living Systems" by Fritjof Capra

REFERENCE BOOKS:

1. The Responsible Company" by Yvon Chouinard and Vincent Stanley
2. Living Values Education Program" by Diane G. Tillman
3. Ethics for the New Millennium" by Dalai Lama

Other Learning Resources:

1. Value Education websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>
2. Story of Stuff, <http://www.storyofstuff.com>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program

		Outcome
1	Learn and understand the Need, Guidelines, Content and Process for Value Education	6,7,8
2	Fulfill the human aspirations like understanding and living in harmony at various levels.	6,7,8
3	Learn and understand harmony in family and society	5,7,8
4	Learn and understand harmony in nature and existence.	5,7,8
5	Develop skills to promote ethical reasoning and decision-making in personal and professional contexts, fostering values-based leadership.	6,7,8

SEMESTER – II									
Course Title	COMPUTATIONAL SYSTEMS AND DIGITAL WORLD								
Course code	22UUDL103R	Total credits: 1 Total hours: 30P	L	T	P	S	R	O/F	C
			1	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ II semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> Students will be able to understand the fundamentals of computer systems and Internet search along with advanced features of MS-Office. Students will be able to learn data management, statistical analysis and visualization. Students will be able to use social media and e-commerce portals, Digital Payment systems, and other utility software. 								
CO1	Students will have basic understanding of Computer Systems and Internet search.								
CO2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.								
CO3	Students will be able to efficiently and ethically use social media and e-commerce sites.								
CO4	Students will have introduction to various utility software used in research and information management.								
CO5	Students will have basic understanding of Computer Systems and Internet search.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Fundamentals of Computer Systems, Office Automation and Internet Search i. Components of a Computer and their functions. ii. Office Automation using MS-Word, MS-Excel, and MS-PowerPoint.	5	Students will understand computer components, use MS-Office tools, manage and analyze data in Excel, and effectively navigate and search the internet.				1,2		

	<p>iii. Data management, Statistical Data Analysis and Data Visualization with MS-Excel.</p> <p>iv. Use of Functions, Graphs & Charts in MS-Excel.</p>			
II	<p>Internet & Cyber World</p> <p>i. Introduction to Computer Networks, Internet and World Wide Web, Websites and Web portals.</p> <p>ii. Creation and use of Email Accounts.</p> <p>iii. Web browsing, Web Searching, Different aspects of Web Searching- Search Keywords, conditions and combinations.</p> <p>iv. Study of different Search Engines like Google, Microsoft Bing, Yahoo, Yandex, DuckDuckGo, Ask.com etc. v. Cyber Crimes, Cyber Laws and IT Act 2000, India.</p>	5	Students will understand computer networks, manage email, browse and search the web effectively, use search engines, and recognize cyber-crimes and laws.	1,2
III	<p>Introduction to social media and E-Commerce</p> <p>i. Relevance of social media in present scenario. Posting different types of contents in social media.</p> <p>ii. Creating accounts and using some popular social media portals and Apps like WhatsApp, Facebook, etc. Social Media Etiquettes & Crimes.</p> <p>iii. Definition of E-Commerce; E-Commerce versus traditional Commerce.</p> <p>iv. Case studies of popular E-Commerce portals like Amazon. v. E-commerce Etiquettes & Crimes.</p>	5	Students will grasp social media usage, create and manage social media accounts, understand E-Commerce, and review popular E-Commerce platforms.	1,2
IV	<p>Digital Payments and Digital Transactions</p> <p>i. Introduction to Digital Payment Systems.</p> <p>ii. Creating accounts and using Digital Payment Systems like Credit Cards, Debit Cards, Net banking, UPI.</p> <p>iii. Digital payments Etiquettes & Crimes.</p>	5	Students will use digital payment systems, manage accounts, and understand digital payment etiquettes.	1,2
V	<p>Basic Accounting and Utility Software</p> <p>i. Introduction to Basic accounting concepts, Introduction to an Accounting Software like GnuCash or Tally</p> <p>ii. Introduction to Technical Document writing using LaTeX.</p> <p>iii. Introduction to Data Visualization software – Sigma, Google Charts, Tableau.</p>	5	Students will apply basic accounting concepts, use accounting software, create documents with LaTeX, and visualize data with tools like Sigma and Tableau.	1,2

TEXT BOOKS:

1. Sinha Pradeep K. and Priti Sinha. Computer Fundamentals: Concepts Systems & Applications. 3rd ed. New Delhi: BPB Publications.
2. Goel, A, 2010. Computer Fundamentals, Pearson India

REFERENCE BOOKS:

1. Bala Guruswamy, E. 2009 Fundamentals of Computers, Tata McGraw-Hill Education.
2. Bala Guruswamy, 2014. E. Fund of Comp & Programming (Updated Ed Sem. I, Au) Tata McGraw-Hill Education.
3. Lawson, C. 2022. Introduction to Social Media, Oklahoma State University.

OTHER LEARNING RESOURCES:

1. <https://www.w3schools.com>
2. <https://edu.gcfglobal.org>.
3. <https://www.tutorialspoint.com>
4. <https://www.javatpoint.com>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic understanding of Computer Systems and Internet search.	3,4,8
2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.	3,4,7,8
3	Students will be able to efficiently and ethically use social media and e-commerce sites.	3,4,7,8
4	Students will have introduction to various utility software used in research and information management.	5,7,8
5	Students will have basic understanding of Computer Systems and Internet search.	3,7,8

SEMESTER – III									
Course Title	Clinical supervised internship-III								
Course code	22MSCP211R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	0	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. To acquire professional skills as a psychologist in a multidisciplinary context. 2. To engage and understand mental health issues faced in real-world scenarios. 3. To apply theoretical knowledge of intervention techniques practically within the organization.								
CO1	Develop professional skills in working as a psychologist in a multidisciplinary context.								
CO2	Develop practical skills in taking case history and mental status examination.								
CO3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.								
CO4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.								
CO5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.								

REFERENCE BOOKS:

R1: World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.

R2: Harris, O. J., & Hartman, S. J. (2001). *Organizational behavior*. Psychology Press.

R3: Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (2013). *Measures of personality and social psychological attitudes: Measures of social psychological attitudes* (Vol. 1). Academic Press.

OTHER LEARNING RESOURCES:

The students will be going to Organizations/NGO/Rehabilitation centres for one day in a week besides their regular theory classes. Every week they will submit their internship reports and meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop professional skills in working as a psychologist in a community setting.	1,3,4,6,
2	Understand cross-cultural values and importance of cultural competency.	1,3,6,7,8
3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.	1,2,3,4
4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.	4,5,6,8

5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.	1,2,3,5,8
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SEMESTER – III									
TECHNO-PROFESSIONAL SKILLS -II									
Course Title									
Course code	22MSCP214R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. Read research articles accurately, being able to abstract their essential ideas and understand their implications. 2. Write concisely and objectively using APA format, the standard of our field.								
CO1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO2	Develop the ways in recognizing and describe problems operationally to study them empirically.								
CO3	Understand the use of grammar appropriate to professional standards and conventions (e.g., APA writing style).								
CO4	Develop the ways in constructing arguments clearly and concisely using evidence- based psychological concepts and theories.								
CO5	Gain knowledge and become well equipped with APA writing style to make precise and persuasive arguments.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	OrganizingandDevelopingYourIdeas andWriting Formulating your ideas;Assessing your sources; How toconductaliteraturesearch;Howto read and summarize a JournalArticle.		12	Students willdevelop theknowledge offormulatingnew ideas andconductaqualityliteraturereview				1,2	
II	ScholarlyWritingandElementsofStyle Types of Articles and Papers;Ethical,Legal,andProfessionals tandards in Publishing; PaperElementsand Format; Effective ScholarlyWriting;Grammar andUsage		12	It will enablethe students toexplore theareaofscholarlywriting and tohaveabasicidea of ethicaland legalnormsofpublication.				2,3	
III	GuidelinesforAcademicWritin g Bias-free Language guidelines;MechanicsofStyle;TablesandFigures; Works Credited in theText; ReferenceList andExamples		12	The studentswillacquire advanced knowledge ofacademicwriting andreference, andcitation as perthe APA 7 th edition.				3,4	

IV	Communications skills and case studies Identifying communication error Identifying possible solutions or strategies for preventing problems	12	The students will be able to identify communication errors and incorporate possible strategies to prevent errors	1,5
V	Social Awareness News Paper Reading, Field Observations, Domain Specific Current Affairs	12	It will enable the students with critical observations skills to watch the given scenario	5,6

TEXT BOOKS:

- T1. Beins, B.C., & Beins, A.M. (2020). *Effective writing in psychology: Papers, posters, and presentations* (3rd ed.).
- T2. John Wiley & Sons. American Psychological Association. (2019). *Publication manual of the American Psychological Association*

REFERENCE BOOKS:

- R1. Hartley, J. (2008). *Academic Writing and Publishing: A Practical Guide*, New York: Taylor and Francis.
- R2. Association (7th ed.). Washington, DC: American Psychological Association

OTHER LEARNING RESOURCES:

1. <https://www.bing.com/videos/search?q=Academic+writing+you+tube+research&docid=603532644149918944&mid=47AEF928A9C355FD1D9747AEF928A9C355FD1D97&view=detail&FORM=VIRE>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.	1,3,5,7
2	Develop the ways in recognizing and describe problems operationally to study them empirically.	1,3,4,5,6
3	Understand the use of grammar appropriate to professional standards and conventions (e.g., APA writing style).	1,3,4,7
4	Develop the ways in constructing arguments clearly and concisely using evidence-based psychological concepts and theories.	1,3,4,5,7
5	Gain knowledge and become well equipped with APA writing style to make precise and persuasive arguments.	1,3,4,5,7

SEMESTER – III									
Course Title	GE-LIFE SKILLS								
Course code	22MSCP215R	Total credits: 2 Total hours: 30T	L	T	P	S	R	O/F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> To enhance one's ability to be fully self-aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in. To increase one's knowledge and awareness of emotional competency and emotional intelligence at place of study/work. To provide opportunity for realising one's potential through practical experience. To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others. To set appropriate goals, manage stress and time effectively. To manage competency- mix at all levels for achieving excellence with ethics. 								
CO1	Understand the basic life skills and its need in real-life.								
CO2	Apply the knowledge of life skills in everyday life scenarios.								
CO3	Identify and plan out short term and long-term goals.								
CO4	Identify one's stressors and develop strategies to work on it.								
CO5	Develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Basic Life Skills- Importance and needs in day-to-day Life <ol style="list-style-type: none"> Self-awareness Empathy Critical thinking Creative thinking Decision making Problem Solving Effective communication Interpersonal relationship Coping with stress Coping with emotions 	6	Students will develop the knowledge of Basic Life Skills and Enhance the ability to be fully self-aware by overcoming all fears and insecurities and grow fully from inside-out and outside-in.	2, 4					
II	How to apply the Basic Life Skills in our Lives	6	To be able to apply the Basic Life Skills in day-to-day life.	2, 4					
III	Goal Setting- Short Term and Long-Term Goals	6	To enable students to identify and plan out their short term and long-term goals	2, 4					
IV	Stress Management- Stressors and Management	6	To be able to identify one's stressors and develop strategies to work on it.	2, 4					
V	Emotional Intelligence – The five domains	6	Students will be able to apply the 5 domains of EI in their Daily Life	2, 4					

TEXT BOOKS:

- T1.** Larry James, "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
T2. ShaliniVerma, "Development of Life Skills and Professional Practice"; First Edition; Sultan Chand (G/L)

& Company, 2014. 8.

T3. Daniel Goleman, "Emotional Intelligence"; Bantam, 2006.

REFERENCE BOOKS:

- R1. Training in Interpersonal Skills: Tips for Managing People at Work, Pearson Education, India; 6 editions, 2015.
 R2. Life Skills for Self-Development – Dr.SangeetaSaksena

OTHER LEARNING RESOURCES:

<https://www.youtube.com/watch?v=EOMJul9hJUg>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the basic life skills and its need in real-life.	1,5,7,8
2	Apply the knowledge of life skills in everyday life scenarios.	1,3,5,7,8
3	Identify and plan out short term and long-term goals.	3,5,7,8
4	Identify one's stressors and develop strategies to work on it.	1,3,5,7,8
5	Develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.	5,7,8

SEMESTER – III									
Course Title	RESEARCH ETHICS								
Course code	22UMRE211R	Total credits: 1 Total hours: 15T	L	T	P	S	R	O/ F	C
			1	0	0	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. This course aims to lay a foundation for empirical research. 2. To make students aware of relevant guidelines, policies, and codes relating to ethical research. 3. To provide information via a study of ethical theories, concepts.								
CO1	To be able to describe and apply theories and methods in ethics and research ethics.								
CO2	To acquire an overview of important issues in research ethics, like responsibility for research, ethical vetting, and scientific misconduct.								
CO3	To acquire skills of presenting arguments and results of ethical inquiries.								
CO4	To be able to Identify the concepts and procedures of sampling, data collection, analysis and reporting.								
CO5	Acquire the knowledge of basic Data Analysis Procedure for day- to- day use.								

Unit- No.	Content	Contact Hour	Learning Outcome	KL
I	<p>Research Methods and Methodologies Definitions. Knowledge kinds and interrelationships. Empirical Research Basic Research. Applied Research. Practical Research. Action Research. Parameters of research. Kinds of research: qualitative, descriptive and experimental. Applying research methodologies to computing, software and software Development. Case studies and examples.</p>	3	The student will learn about the kinds and interrelationships of research. Gain knowledge on treatment of the data and present it through software application.	1,2
II	<p>Research and Research Strategies Constitution of research papers. Standards. Search strategies including: web, library, inter-library loan, Databases such as IEEE and ACM, search engines. Literature review and systematic literature review.</p>	3	To equip the students with the knowledge of Searching the research information and the steps to follow in writing literature reviews.	2,3
III	<p>Research Planning Issues within a research project that relates specifically to computing/software projects including: problem definition, software planning, specification and system definition, choosing environments for development, timing issues relating to the software</p> <p>Research Documentation- Documentation appropriate to research and the programme specifications. This includes research proposal documentation, report documentation, research paper formats, and citation formats.</p>	3	To enable students to get knowledge on software applications in research. To impart documentation skills	3,4
IV	<p>Ethics for computers: Ethics in Information & communication technology. Ethics, privacy, and information security. Computer Ethics. Cyberethics. Social, regulation, and legal issues. Ethical design. Impact of IoT on ethics- Environment monitoring and data collection. Impact of AI on ethics. Posthuman era, machine ethics, Unintended consequences. Case studies - Facebook, Mood Manipulation Experiments, Internet of Things, Google Maps.</p>	3	To impart knowledge on Ethical and Legal Issues related to computers.	4,5
V	<p>Research Ethics & integrity Human subjects- ethical, legal, social, and political issues. Research ethics committee in CIT. Categories of research ethics- questionnaires/surveys for adults versus children. Consent.</p>	3	To learn about ethical, social, and political issues concerning human subjects. Ethical applications in designing the tools.	5

TEXTBOOKS:

1. Yadav, Vakil Kumar. (2021) *Research and Publication Ethics*. Notion Press.
2. Martyn Denscombe 2014, *The Good Research Guide*, 5 Ed., Open University Press, McGraw-Hill Education [ISBN:9780335264704]
3. Mustajoki, H. & Mustajoki, A. (2017). *A New Approach to Research Ethics. Using Guided Dialogue to Strengthen Research Communities*. London: Routledge

REFERENCE BOOKS:

1. Steven J. Taylor, Robert Bogdan, Marjorie DeVault 2016, *Introduction to Qualitative Research Methods: A Guidebook and Resource*, 4 Ed., Wiley [ISBN:9781118767214]
2. Prabhat Pandey, Meenu Mishra Pandey 2015, *Research Methodology: Tools and Techniques*, 1 Ed., Bridge Center [ISBN:9786069350270]
3. James D. Lester 2014, *Writing Research Papers: A Complete Guide*, 15 Ed., Pearson [ISBN:9780321952950]
4. K. Schwalbe 2011, *Information Technology Project Management*, 6 Ed., Cengage Learning [ISBN:9781111221751]

OTHER LEARNING RESOURCES:

1. <https://intelligence.org/files/EthicsofAI.pdf>
2. http://www.cs.rpi.edu/~bermaf/Berman+Cerf_IoT.pdf
3. <http://linguistics.byu.edu/faculty/henrichsenl/ResearchMethods/>
4. <https://cyber.harvard.edu/research/ai?page=2>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	To be able to describe and apply theories and methods in ethics and research ethics.	1,4,5,8
2	To acquire an overview of important issues in research ethics, like responsibility for research, ethical vetting, and scientific misconduct.	4,5,8
3	To acquire skills of presenting arguments and results of ethical inquiries.	4,5,7,8
4	To be able to Identify the concepts and procedures of sampling, data collection, analysis and reporting.	1,4,5,7,8
5	Acquire the knowledge of basic Data Analysis Procedure for day- to- day use.	1, 4,5,7,8

SEMESTER – III									
Course Title	MINI-RESEARCH(SURVEY/EXPERIMENT-R3)								
Course code	22MCPR211R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 150	0	0	6	4	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. To learn to review and assess scientific literature critically. 2. To write an overview of the relevant literature for a specific research topic. 3. To present an overview of the relevant literature for a specific research topic.								
CO1	Identify and use the most relevant textbooks, reviews, papers and journals for their research topics.								
CO2	Understanding on how to critically read and assess research papers and reviews.								
CO3	Develop knowledge and skills to adopt appropriate means of conducting a research.								
CO4	Implement proper methods of sampling and data collection.								
CO5	Develop understanding of different types of research methods and apply those in conducting research.								
Unit-No.	Content		Contact Hour	Learning Outcome			KL		
I	Introduction to Surveys as Research Methodology: What is survey research; Survey strengths; Survey weakness		37	The student will be able to understand survey research			2, 3		
II	Survey Process: Survey design, sample selection, sample size, degree of precision, statistical power, effect size as a determinant of power, survey instrument development, Types of Survey		37	The students will understand survey process			1,2, 3		
III	Qualitative Methods: Unstructured & Semi-structured Interviewing; Coding Responses to Open-Ended Questions		37	The students will learn various methods of data collection			2, 3		
IV	Survey Data Processing and Basic Data Analysis		39	The students will be able to understand survey data processing and basic data analysis			3, 4		

TEXT BOOKS:

- T1. McGuire, W. G. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48, 1-30.
- T2. Beatty, P., & Hermann, D. (2002). To answer or not to answer: Decision processes related to survey item nonresponse. In D. A. Dillman, J. L. Eltinge, R. M. Groves, & R. J. A. Little (Eds.). (2002). *Survey nonresponse* (pp. 71-86). New York: Wiley

REFERENCE BOOKS:

- R1. Weisberg, H. F., Krosnick, J. A., & Bowen, B. D. (1996). *An introduction to survey research, polling and data analysis* (3rd ed.). Thousand Oaks, CA: Sage.
- R2. Groves, R. M., Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R.

(2004). *Survey methodology. that work.* Hoboken, NJ: Wiley.

OTHER LEARNING RESOURCES:

https://www.researchgate.net/publication/23469528_Writing_a_literature_review_article

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify and use the most relevant textbooks, reviews, papers and journals for their research topics.	1,3,5
2	Understanding on how to critically read and assess research papers and reviews.	1,2,3,5
3	Develop knowledge and skills to adopt appropriate means of conducting a research.	1,4,5
4	Implement proper methods of sampling and data collection.	1,2,5
5	Develop understanding of different types of research methods and apply those in conducting research.	1,4,5

SEMESTER – III									
Course Title	MOOCS-CE III								
Course code	22MACE212R	Total credits: 2 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping

SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,4,5,8
2	Develop skills to analyze information critically and propose effective solutions.	1,2,4,8
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8
4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,2,4,7,8
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	4,6,7,8

SEMESTER – III									
Course Title	MOOCS-CE IV								
Course code	22MACE213R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,4,5,8
2	Develop skills to analyze information critically and propose effective solutions.	1,2,4,8
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8
4	Apply knowledge and skills learned in the course to	1,2,4,7,8

	real-world situations effectively.	
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	4,6,7,8

SEMESTER – III									
Course Title	Corporate Proficiency								
Course code	22UMPD211R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> To acquaint students with the various tools of an effective presentation. To acquire the speaking skill to instruct, influence, engage, educate, or appease the listeners. To increase proficiency and quality of resume and provide guidance for self-promotion and self-evaluation in social media. To prepare and train the students for the campus drives & walk-in interviews 								
CO1	Prepare the learner to speak with greater control and charisma in front of others.								
CO2	Learn how to have a positive impact on their thought process and problem-solving skills.								
CO3	Learn to highlight and assess themselves on social media.								
CO4	Acquire techniques to solve critical problems in an interview, develop strategies to crack interviews, improve their communications skills, and boost their confidence.								
CO5	Students will be well-equipped with all the necessary tools and skill sets to prepare a professional resume.								
Unit -No.	Content	Contact Hour	Learning Outcome	KL					
I	Presentation Skills <ul style="list-style-type: none"> Introduction Essential characteristics of a good presentation Preparation of a good presentation 	8	Develop the ability to create and deliver impactful presentations by understanding essential characteristics, preparation techniques, and the use of visual aids.	1,2					
II	Public Skills <ul style="list-style-type: none"> Fear of Public Speaking, Understanding and Overcoming Fear of Public Speaking, Confidence and Control, Physiology and Stress -Control/Process, Tips for Presentations and Public Speaking, Tips for Using Visual Aids in Presentations, Process for Preparing and Creating Presentations Delivering Presentations Successfully, Doubt Clearing and Summary of Main Points 	9	Overcome the fear of public speaking and gain confidence through techniques in stress control, effective delivery, and audience engagement.	2,3,4					
III	Practical session on Resume, Curriculum Vitae, Writing cover letter & LinkedIn Profile <ul style="list-style-type: none"> Preparation, submission & screening of Resume. Practical session on cover letter screening session Creating a profile on LinkedIn 	9	Master the creation and optimization of professional resumes, cover letters, and LinkedIn profiles to enhance job application success.	2,4,6 73					

	<ul style="list-style-type: none"> • How to utilize it 			
IV	<p>Leadership & Management Skills</p> <ul style="list-style-type: none"> • Concepts of Leadership, • Leadership Styles, • Manager VS Leader, • How to be an Effective Leader, • Mock/Practice Session, • Doubt Clearing Session 	9	Learn the concepts of leadership, different leadership styles, and practical skills to be an effective leader through mock sessions and feedback.	2,3,4
V	<p>Research Paper – Writing Skills</p> <ul style="list-style-type: none"> • How to write a research paper • Key points in Research Work 	8	Acquire the skills to write and structure a research paper effectively, focusing on key aspects of research work.	2,3,4
VI	<p>Interview Skills & Dress Code Ethics</p> <ul style="list-style-type: none"> • Types of the interview- telephonic, virtual & face to face • Online interview, personal interview, • Panel interview, • Group interview, • JAM session, • Types of interview questions- traditional/common interview questions, vii. Case interview questions, • General strategies for answering questions, • Marketing your skills and experiences, • Preparation before the interview, • How to dress up for an interview, • How to maintain eye contact and positive body language, • How to be presentable, • Interview dos and don'ts, • Introduction to Dress Code Ethics, • Purpose and Importance • How to Make 'FIRST IMPRESSION' • What to Wear During Interviews or Any Other Formal Meetings – Male & Female 	9	Prepare for various interview types, understand appropriate dress codes, and learn strategies for making a positive first impression.	2,3,4,5
VII	<p>Mock Interview</p> <ul style="list-style-type: none"> • Practical Mock Interview, • Feedback- Receiving Feedback, • Giving Feedback, • Advantages of Effective Feedback, • How to deal with negative feedback. 	8	Gain practical interview experience, receive constructive feedback, and learn to handle both positive and negative feedback effectively.	3,4,5,6

TEXT BOOKS:

- T1. Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
 T2. McDowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition).

REFERENCE BOOKS:

- R1. Garg, Manoj Kr. (2018) *English Communication: Theory and Practice*

OTHER LEARNING RESOURCES:

1. <https://brightlinkprep.com/10-best-toefl-prep-books/>
 2. <https://files.eric.ed.gov/fulltext/EJ1132742.pdf>.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Prepare the learners to speak with greater control and charisma in front of others.	6,7,8
2	Learn how to have a positive impact on their thought process and problem-solving skills.	6,7,8
3	Learn to highlight and assess themselves on social media.	6,7,8
4	Acquire techniques to solve critical problems in an interview, develop strategies to crack interviews, improve their communication skills, and boost their confidence.	6,7,8
5	Students will be well-equipped with all the necessary tools and skill sets to prepare a professional resume.	6,7,8

SEMESTER – III									
Course Title	HEALTH PSYCHOLOGY								
Course code	22MSCP201R	Total credits: 3 Total hours: 30L+ 30P	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. To introduce the basic concepts about psychology of health and its role in enhancing well-being. 2. To introduce the concept of stress and pain and their impacts on health.								

	3. To explore various models and theories related to health-risk and health –enhancing behaviour.			
CO1	Demonstrate knowledge of the interrelated influences on individuals’ health issues by applying the bio psychosocial model.			
CO2	Learn to construct a multi-perspective analysis of a global health issue using the bio psychosocial model.			
CO3	Gain a comprehensive understanding of the impact of stress and demonstrate proficiency in applying effective coping methods.			
CO4	Develop understanding regarding the fundamental processes, challenges and Management of chronic illness.			
CO5	Identify the different social factors that have an impact on health and well-being.			
Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	INTRODUCTION TO HEALTH PSYCHOLOGY: Concept, History of Health Psychology, Changing Pattern of Health and Illness, Models of Health Psychology, Emergence of Health Psychology and Future of Health Psychology	6	Student will understand about the important perspective of Health	1,2
II	BEHAVIOUR AND HEALTH: Characteristic of health behaviour, Barriers to health behavior, Theories of health behavior, Health compromising behavior. Smoking, Alcoholism and Substance abuse, Health Enhancing Behaviour: Exercise, nutrition, safety.	6	Students will learn about theories of stress and the different coping styles.	1,2
III	STRESS AND COPING: Theories of stress ‘Selye and Lazarus’, Stress and health sources of chronic stress, Stress related illness- PTSD and acute stress disorder, Digestive system disorder; coping with stress methods.	6	Describe, illustrate and explain chromosomal structure and types.	1,2
IV	CHRONIC ILLNESS AND ITS MANAGEMENT: Concept of Chronic Illness, Cardiovascular Diseases- Types of Cardiovascular Diseases, Different Risk Factors,	6	Students will understand fundamental processes, challenges and Management of chronic illness	1,2
V	COMMUNITY AND SOCIAL FACTORS IMPACTING HEALTH AND WELL-BEING: Community health, Health and social relationships, Dispositional optimism and health, Lifestyles, social change and impact on health	6	Students will learn about the different social factors that has an impact in health and well-being.	1,2
Practical	<ol style="list-style-type: none"> 1. Bell’s Adjustment Inventory 2. Shamshad-Jasbir Old-age Adjustment Inventory by ShamshadHussain and JasbirKaur 3. Environmental Behaviour Scale by ArchanaSingal, PradeepSingal and UrmilaVerma 4. Cornell Medical Index Health Questionnaire by N. N. Wig, D. Pershad and S. K. Verma 5. Mental Health Battery by A. K. Singh and AlpanaSengupta 	30	Students will learn to measure the various levels of adjustment on 6 areas of adjustment, and the environmental issues. They will understand and learn the concept of positive training of learning. They will test for assessing physical and emotional	4, 5

			health of a normal person as well as patients.	
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TEXT BOOKS:

- T1. Taylor, S.E. (2006). Health Psychology. New Delhi: Tata McGraw-Hill
T2. Allen, F. (2011). Health Psychology and Behaviour. Tata McGraw Hill Edition.

REFERENCE BOOKS:

- R1. Linda Brannon/Jess Feist. (2010) Introducing Health Psychology, New Delhi.
R2. Carr, A. (2011). Positive psychology: The science of Happiness and Human Strengths. London: Routledge.
R3. Sarafino, E.P. & Smith, T.W. (2012). Health Psychology: Bio psychosocial Interventions. New Delhi: Wiley.

OTHER LEARNING RESOURCES:

1: <https://www.webmd.com/mental-health/what-is-health-psychology>

2: <https://www.youtube.com/watch?v=olNH4veiG2k>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate knowledge of the interrelated influences on individuals' health issues by applying the bio psychosocial model.	1,3,5,7
2	Learn to construct a multi-perspective analysis of a global health issue using the bio psychosocial model.	1,3,4,5,7
3	Gain a comprehensive understanding of the impact of stress and demonstrate proficiency in applying effective coping methods.	1,3,4,5,7,8
4	Develop understanding regarding the fundamental processes, challenges and Management of chronic illness.	1,3,4,5,7,8
5	Identify the different social factors that have an impact on health and well-being.	1,3,4,5,7,8

SEMESTER – III									
Course Title	SPORTS PSYCHOLOGY								
Course code	22MSCP202R	Total credits: 3 Total hours: 30L+ 30P	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> 1. Understand the scope and perspectives of sports psychology. 2. Understand the cognitive and social psychological dimensions in sports. 3. Understand the effect of arousal, anxiety and stress on performance. 4. Create interventions for sports persons. 								
CO1	Develop knowledge and understanding of sports psychology.								
CO2	Develop an understanding of the cognitive and socio-psychological aspects influencing athlete behavior.								
CO3	Understand the dynamics of groups and teams in sports settings.								
CO4	Identify factors inducing anxiety and stress in athletes, and analyzing the relationship between arousal levels and sports performance.								
CO5	Develop understanding of psychological interventions and implementation of it in practical field.								
Unit-No.	Content		Contact Hour	Learning Outcome			KL		
I	Introduction to Sports Psychology History, Nature, and Scope of sports psychology; Recent perspectives - Issues of race, gender and sexual orientation in sports; Role of a sports psychologist		6	Student will understand the concept of introduction to sports psychology			1,2		
II	Cognitive and Social Psychological Dimensions in Sports Trait theories; Resilience and mental toughness; Social learning theory; Nature of Attitudes; Measures; Theories of motivation; Intrinsic and extrinsic motivation; Self-efficacy; Counterfactual thinking		6	Students will learn major theories and concepts Cognitive and Social Psychological Dimensions in Sports			1,2		
III	Group Dynamics Groups and teams; Social facilitation; Negative effects of team leadership; Leadership; Aggression; Theories of aggression; Reduction of Aggression; Aggression, injury, and addictive behaviors		6	Students will learn major theories and concepts of group dynamics			1,2		
IV	Arousal, Anxiety, Stress and Sporting Performance Definitions of arousal, anxiety and stress; Factors inducing anxiety and stress; Relationship between arousal and performance; Burnout,		6	Students will understand Arousal, Anxiety, Stress and Sporting Performance			1,2		

	overtraining & overreaching; Retirement; Drug abuse in sport and exercise			
V	Psychological Interventions in Sports Cognitive and behavioral interventions: Relaxation, Self- talk, Hypnosis, Imagery; Psychological Skills Training; Classifying skills; Stages of skill acquisition	6	Students will understand psychological interventions in sports	1,2
Practical	<ol style="list-style-type: none"> 1. Achievement Motivations for Sporting Environments 2. Sport emotion- Assessment through standardized questionnaires 3. Sport anxiety- Assessment through standardized questionnaires 4. Emotional Intelligence test 5. Leadership Scale for Sports- To assess the coach leadership style. 	30	Student will understand practically and learn Achievement Motivations for Sporting Environments, Sport emotion- Assessment through standardized questionnaires, Sport anxiety- Assessment through standardized questionnaires, Emotional Intelligence test, and Leadership Scale for Sports- To assess the coach leadership style.	4, 5

TEXT BOOKS:

- T1. Jarvis, Matt (2006) Sports psychology: A student's handbook. Routledge.
T2. Horn, T. S (Ed) (1992). Advances in sports psychology. Herman Kinetic

REFERENCE BOOKS:

- R1. Lynch, J. (2001). Creative coaching. Human Kinetics.
R2. Mohan, J. (1996) Recent Advances in sports psychology. Friends Murphy, E. (1995) Advances in sports psychology.
R3. Human Kinetics. Murphy, S. M. (1995) Sports psychological interventions. Herman Kinetics.
R4. Richard H. Cox. (2007) Sport psychology. McGraw Hill.
R5. Weinberg, R. S. & Gould, D. (2007) Foundations of sport and exercise psychology. Humans Kinetic

OTHER LEARNING RESOURCES:

1: <https://us.humankinetics.com/products/foundations-of-sport-and-exercise-psychology-8th-edition-with-hkpropel-access>

2: <https://www.youtube.com/watch?v=QOsHNL6V808>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge and understanding of sports psychology.	1,3,5,7
2	Develop an understanding of the cognitive and socio-psychological aspects influencing athlete behaviour.	1,3,5,7
3	Understand the dynamics of groups and teams in sports settings.	1,3,5,7,8

4	Identify factors inducing anxiety and stress in athletes, and analyzing the relationship between arousal levels and sports performance.	1,2,3,5,7
5	Develop understanding of psychological interventions and implementation of it in practical field.	1,3,5,7,8

SEMESTER – III									
Course Title	ADDICTION AND MENTAL HEALTH								
Course code	22MSCP203R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30L+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> To acquaint the students to expand the skills required to practice in addiction and mental health settings. To develop understanding of the particular needs of diverse populations To enrich students training in contemporary, evidence-based approaches to counselling and case management. 								
CO1	Demonstrate a foundational understanding of counseling practices and their application.								
CO2	Develop an understanding of professional practice standards and addiction treatment strategies.								
CO3	Understanding the various approaches to treatment in the context of addiction.								
CO4	Acquire proficiency in recovery-oriented approaches for clients with chronic and severe mental health issues.								
CO5	Apply learned treatment strategies to effectively address the unique needs of diverse clients.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	Group Counselling Practices: Introduction to Counselling Practices, Theories Models and Approaches to Mental Health, Addiction & Psychotherapy, Working with Youth and Families		6	Student will be provides a broad overview of a range of mental health theories and treatment models, with a more detailed focus on theories and models most commonly used in community mental health settings				1,5	
II	Case Management & Professional Practice, Addiction II: Contemporary Addiction Treatment Strategies		6	Students will identify and assess the nature and significance of mental health and addiction-related conditions and crises. Various mental health and addiction-related disorders will be examined, with a particular focus on symptomatology, presentation, and evidence-based intervention strategies.				1,5	
III	Trauma- Informed Practices, Cognitive-Behaviour Based Psychoeducation		6	Students will understand fundamental of trauma informed strategies				1,5	
IV	Person-In-Context/Diversity, Recovery Oriented Practice: Working With Chronic, Severe Mental Health		6	Students will understand fundamental processes underlying human behaviour through experiments				1,5	
V	Placement: Application of Addiction and Mental Health Treatment Strategies in Professional Settings		6	Students will understand and apply the treatment strategies in professional settings.				1,5	

Practical	<ol style="list-style-type: none"> 1. Mobile Phone Addiction Scale by A. Velayudhan and S. Srividya. 2. Alcohol and Drug Attitude Scale by Sunil Saini & Sandeep Singh. 3. Social Problem Scale by S. K. Bawa and A. Kumar. 4. Stereo Type Inventory 5. Mental Health Battery by A. K. Singh and Alpana Sengupta 	30	<p>Student will understand seven criteria that are used to determine substance dependence. They will understand practically and learn to measure the attitude of adolescents towards the alcohol and drug usage, and usefulness of the test in knowing the attitudes of the subject towards different set of people through 50 different favorable and unfavorable attributes.</p>	4, 5
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TEXT BOOKS:

- T1. Morrison-Valfre, M. (2016). *Foundations of Mental Health Care-E-Book*. Elsevier Health Sciences.
- T2. Kurtz, L. F. (2015). *Recovery groups: A guide to creating, leading, and working with groups for addictions and mental health conditions*. Oxford University Press, USA.
- T3. Shonin, E., Van Gordon, W., & Griffiths, M. (Eds.). (2016). *Mindfulness and Buddhist-derived approaches in mental health and addiction* (Vol. 10, pp. 978-3). Springer International Publishing.

REFERENCE BOOKS:

- R1: Falvo, D.R. (2013). *Medical and psychosocial aspects of Chronic Illness and disability* (5th Edition.). Burlington, MA: Jones and Bartlett Learning.
- R2: Frank, G.R., Rosenthal, M., Caplan, B. (2010). *Handbook of Rehabilitation Psychology*. American Psychological Association.

OTHER LEARNING RESOURCES:

- 1: <https://www.youtube.com/watch?v=IQxVzaRiFPI>
- 2: https://www.youtube.com/watch?v=p3JLaF_4Tz8

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate a foundational understanding of counseling practices and their application.	1,3,5,8
2	Develop an understanding of professional practice standards and addiction treatment strategies.	1,2,3,5,8
3	Understanding the various approaches to treatment in the context of addiction.	1,2,3,5
4	Acquire proficiency in recovery-oriented approaches for clients with chronic and severe mental health	1,2,3,5,8

	issues.	
5	Apply learned treatment strategies to effectively address the unique needs of diverse clients.	1,3,5,8

SEMESTER – III									
Course Title	REHABILITATION PSYCHOLOGY								
Course code	22MSCP204R	Total credits: 3 Total hours: 30L+ 30P	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. To introduce the meaning of ability, disability and rehabilitation and its current trends and applications. 2. To recognize the importance of rehabilitation in various conditions 3. To explore the various types and models of rehabilitation .								
CO1	Gain a comprehensive understanding of the concept of rehabilitation.								
CO2	Understand the professional roles and functions of rehabilitation psychologists.								
CO3	Develop knowledge of the various approaches to rehabilitation and understand their applications.								
CO4	Understand and apply various psychological interventions in rehabilitation contexts.								
CO5	Demonstrate the knowledge and skills necessary to adhere to the professional code of conduct in rehabilitation psychology.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	REHABILITATION PSYCHOLOGY:OVERVIEW AND CONCEPT Concept of Rehabilitation: History, Growth and Scope., Current Issues and Trends, Concept of Ability and Disability, Psychosocial Perspectives of Disability, Biological Perspective of Disability	6	Student will apply the knowledge of ability, disability and rehabilitation in various life situations.	1, 2					
II	Evolution of Rehabilitation and Paradigm Shift in Rehabilitation, Professional Role and Functions, Quality of Life and Its Domains, Global and Specific Indicators of QOL	6	Students will learn various types and models of rehabilitation which will enable them to broaden their perspective on the applications in different situations.	1, 2					
III	APPROACHES AND INTERVENTIONS Psychological Models and Approaches to Rehabilitation: Medical and Neuropsychological Model, Bio-psychosocial and Social Model o Psychodynamic Model	6	Students will learn about the approaches and intervention based on psychological models of rehabilitation.	1, 2					
IV	Psychological Interventions: CBT, REBT, Behavioral Therapy, Family and Marital Therapy, Existential Therapy. Community Based Interventions: Role of Societal Agents.	6	Students will understand and mediate and moderate as psychosocial agents in promoting health and wellbeing.	1, 2					

V	WORK SETTINGS OF REHABILITATION PSYCHOLOGISTS: Designing Training Programmes for Rehabilitation Psychologists, Training Need Analysis, Implementation of Training Programmes, Ethical issues: Role of Care Givers, Professional Code of Conduct.	6	Students will learn to design training modules for rehabilitation.	1, 2
Practical	<ol style="list-style-type: none"> 1. Verbal Learning Disability Checklist by Vishal Sood 2. Non-Verbal Learning Disability Checklist by Vishal Sood 3. Diagnostic Test of Learning Disability by S. Swarup and D. H. Mehta 4. Behavioural Checklist for Screening the Learning Disabled by Smriti Swarup and D. H. Mehta 5. Learning Disabilities Battery by Rajshree Bhargava and R. L. Bhardwaj 	30	Student will understand the four areas of disability and how to assess them. They will learn the concept of ten areas from auditory/visual perception to cognitive areas. They will understand practically the covers eight areas, each representing a deficit in a particular ability, and gives us insight into the mental make-up, attempting to explain the reason for the child's under-achievement.	4, 5

TEXT BOOKS:

- T1. Chan, F., Berven, N.L., Thomas, K.R. (2004). Counselling Theories and Techniques for Rehabilitation Health Professionals. New York: Springer Publishing Company.
- T2. Etherington, K. (2002). Rehabilitation Counselling in Physical and Mental Health. New York: Jessica Kingsley Publishers.

REFERENCE BOOKS:

- R1. Falvo, D.R. (2013). Medical and psychosocial aspects of Chronic Illness and disability (5th Edition.). Burlington, MA: Jones and Bartlett Learning.
- R2. Frank, G.R., Rosenthal, M., Caplan, B. (2010). Handbook of Rehabilitation Psychology. American Psychological Association.

OTHER LEARNING RESOURCES:

1: https://www.youtube.com/watch?v=deoPmqvj_7M

2: <https://www.youtube.com/watch?v=T-EZHhzXKc&t=120s>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a comprehensive understanding of the concept of rehabilitation.	1,3,5,8
2	Understand the professional roles and functions of rehabilitation psychologists.	1,2,3,4,8
3	Develop knowledge of the various approaches to	1,2,3,5,8

	rehabilitation and understand their applications.	
4	Understand and apply various psychological interventions in rehabilitation contexts.	1,2,3,5,8
5	Demonstrate the knowledge and skills necessary to adhere to the professional code of conduct in rehabilitation psychology.	1,3,5,8

SEMESTER – III									
Course Title	BASICS OF PSYCHO-ONCOLOGY								
Course code	22MSCP205R	Total credits: 3 Total hours: 30L+ 30P	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. Evaluate pre-knowledge of biology, cancer biology, and experiences with cancer. 2. To explore the meaning of the term stigma and the relationship between attitudes (beliefs) and discriminatory treatment (behaviour and actions) towards people with mental illness 3. To focus on some of the specific symptoms, treatments and supports for the major mental illnesses related to chronic ill diagnosis.								
CO1	Demonstrate knowledge in presenting and managing comorbid psychological/psychiatric diagnoses in oncology.								
CO2	Recognize and evaluate psychological issues and psychiatric disorders that may arise in the context of oncology.								
CO3	Acquire knowledge about palliative care and the various forms of psychotherapy applicable to cancer diagnosis.								
CO4	Develop and employ effective communication skills within clinical practices.								
CO5	Comprehend grief complexities in oncology, gain practical coping skills, and facilitate spiritual healing.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction to Psycho-Oncology-Cancer Defined - Cancer and mental health - Distress in cancer- adjustment disorders	6	The students will have a basic understanding of Cancer and related mental health issues	1, 2					
II	Depression and depressive disorders; Indian perspective. Somatization & abnormal illness behaviors - Psychiatric and related disorders; Sleep disorders, Psychosis, Psychosexual dysfunctions	6	It will enable the students to understand depression and depressive symptoms from an Indian perspective	1, 2					
III	Psychiatric morbidity in Advanced Cancer and Palliative Care - Palliative and End-of-life care. Psychotherapy; Supportive Therapy, Group Supportive Therapy, Counseling-Effectiveness of Psychological Intervention	6	The student will acquire the existing knowledge of palliative care and the types of psychotherapy in cancer diagnosis	1, 2					
IV	Communication Skills; Barriers to effective communication, Guidelines for breaking bad news. Ethical aspects; Ethics and Spiritual Care; Ethics committees in palliative care settings	6	The students will learn effective communication skills in clinical practices, and the art of breaking bad news to patients and families.	1, 2					
V	Grief in oncology; Stages of grief. Impact of grief - Types of grief. Spirituality; Spirituality in end of life, Spiritual Distress & Coping, Spiritual Pain, Spiritual healing & treatment of spiritual distress.	6	The students will understand the idea of grief and spiritual therapeutic assessment in terminal ill diagnosis.	1, 2					
Practical	1. Anxiety, Depression, and Stress Scale 2. Anxiety Scale (IPAT) 3. Death Anxiety Scale 4. Emotional Competence Scale 5. Mental Health Check List	30	The students will learn how to identify and measure depression, anxiety, and stress; emotional instability, guilt feelings, and tension;	4, 5					

			and measure the degree of death anxiety caused by terminal illness. The students will be able to measure five emotional competencies and the ability to cope with problems of emotions; and also identify and assess the mental health conditions of the patient and family.	
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TEXT BOOKS:

- T1. Koocher GP, O'Malley JE. Damocles' syndrome: psychological consequences of surviving childhood cancer. New York: McGraw-Hill; 1981.

REFERENCE BOOKS:

- R1. Brehm, J. W., & Brehm, S. S. (1981). Psychological reactance: A theory of freedom and control. San Diego, CA: Academic Press.
- R2. Santosh Kumar Chaturvedi (2021). Clinical Psycho-Oncology: Indian Perspective and Research. Bangalore: International Psycho-Oncology Society (IPOS).
- R3. Matthew Loscalzo and Karen Clark (2018). Psycho-Oncology. Recent Results in Cancer Research, Year: 2018, Volume 210, Page 35. DOI: 10.1007/978-3-319-64310-6_3
- R4. Akechi T, Okuyama T, Onishi J, Morita T, Furukawa TA (2008). Psychotherapy for depression among incurable cancer patients. Cochrane Database Syst Rev.;16(2): CD005537.

OTHER LEARNING RESOURCES:

- <https://www.youtube.com/watch?v=i-uh-lzWHAg>
- https://www.researchgate.net/publication/299381289_The_Impact_of_Cancer_on_Psychological_and_Social_Outcomes

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate knowledge in presenting and managing comorbid psychological/psychiatric diagnoses in oncology.	1,2,3,5
2	Recognize and evaluate psychological issues and psychiatric disorders that may arise in the context of oncology.	1,2,3,5
3	Acquire knowledge about palliative care and the various forms of psychotherapy applicable to cancer diagnosis.	1,2,3,5,8
4	Develop and employ effective communication skills within clinical practices.	1,3,7,8
5	Comprehend grief complexities in oncology, gain practical coping skills, and facilitate spiritual healing.	1,2,3,5,8

SEMESTER – III									
Course Title	COMMUNITY PSYCHOLOGY								
Course code	22MSCP206R	Total credits: 3 Total hours: 30L+ 30P	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. To explore the link between individuals and communities. 2. To deal with social issues more effectively with people's participation. 3. To introduce a community-based orientation towards mental health.								
CO1	Understand the central concept of community psychology and identify the different issues related to community.								
CO2	Develop holistic and adaptable approaches to mental health care, promoting prevention, crisis intervention, and community based-consultation.								
CO3	Acquire understanding of societal concerns and management through interventions at the community level.								
CO4	Demonstrate an understanding and commitment to the core values of community psychology.								
CO5	Identify and apply quality steps to develop and empower the community.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	INTRODUCTION TO COMMUNITY PSYCHOLOGY: Definition of community psychology, Types of communities, Perspectives of community psychology, Forces behind the emergence of community psychology	6	Students will learn the basic concept of what community psychology is all about and the types of communities	1, 2					
II	MAJOR CONCEPTS IN COMMUNITY PSYCHOLOGY: Prevention: Primary, secondary and tertiary prevention measures. Crisis Intervention: Concept of crisis, features, principles and applications of crisis intervention. Consultation: Process of consultation, use of non-professionals in providing community mental health care	6	It will enhance the student's understanding of crisis intervention and the major concept of community psychology	1, 2					
III	COMMUNITY MENTAL HEALTH: Models of Community Mental health services: Mental, Social, Organizational, and ecological, Community Mental Health Services to Special Groups, Community Programs for Child and Maternal Health, physically challenged and the old ones	6	It will enable the students to learn more about the prevailing mental health issues in the community and their challenges	1, 2					
IV	CORE VALUES: Individual and Family Wellness, Sense of community, respect for human diversity, empowerment and citizen participation, collaboration and community strengths	6	The students will equip themselves with the core value of humanity and to become a good citizen	1, 2					
V	INTERVENTIONS: Community development and empowerment, Community based case studies in Indian Context, Policy	6	It will enable the students to come up with quality steps to develop and empower the	1, 2					

	Development at national level.		community through case studies	
Practical	<ol style="list-style-type: none"> 1. Stereo Type Inventory (English) 2. Prejudice Scale (Hindi / English) 3. Family Environment Scale 4. Social Intelligence Scale 5. Brief-Cope Scale 6. Behaviour Orientation Scale 7. Paired Associate Learning 8. Socio-Economic Status Scale (English/Hindi) 9. Attitude Scale Towards Small Family and Population Education 10. Death Anxiety Scale 	30	Students will learn about attitudes of the subject towards a different set of people, about 3 prejudiced behavior areas of caste, religion, and community; social intelligence in eight areas, the coping mechanism, how to measure the Machiavellian beliefs and attitudes of an individual in interpersonal relationships; and learn how the different socioeconomic components affect an individual. Students will be able to understand the attitude towards small families and population education among middle-aged parents; and measure the degree of death anxiety of the population due to surroundings and diseases	4, 5

TEXT BOOKS:

- T1. Misra, G. (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.

REFERENCE BOOKS:

- R1. Kloos, B., Hill, J, Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities (3rd edition.). Wadsworth, Cengage Learning: Belmont, CA, USA.
R2. McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=QYmS0KYYosI>
2. Stokols, D. (2018). Social ecology in the digital age: Solving complex problems in a globalized world. Academic Press. <https://www.elsevier.com/books/social-ecology-in-the-digital-age/stokols/978-0-12-803113-1>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the central concept of community psychology and identify the different issues related to community.	1,4,7

2	Develop holistic and adaptable approaches to mental health care, promoting prevention, crisis intervention, and community based-consultation.	1,3,4,5,7
3	Acquire understanding of societal concerns and management through interventions at the community level.	1,3,5,7
4	Demonstrate an understanding and commitment to the core values of community psychology.	1,3,4,5
5	Identify and apply quality steps to develop and empower the community.	1,3,4,5,7

SEMESTER – III									
Course Title	PSYCHODIAGNOSTIC								
Course code	22MSC207R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30L+ 30P	2	0	2	0	0	0	0
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> To introduce central concepts of psychological measurement – personality and cognitive functions. To know about the different psychological assessment used as an aid for diagnosis of mental disorders. To administer different psychological assessments such as, personality, IQ, Neuropsychological test. 								
CO1	Develop a solid foundation in the historical, conceptual, and practical aspects of clinical psychology.								
CO2	Demonstrate the ability to apply appropriate clinical assessment methods based on specific contexts and client needs.								
CO3	Apply knowledge and skills necessary for assessing intellectual deficit using recognized tools.								
CO4	Demonstrate the ability to skillfully assess and interpret personality using recognized instruments.								
CO5	Integrate theory and practical skills for effective use of projective techniques in clinical assessments.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Clinical Psychology – Historical perspective, Nature and Scope, Current status, Role of clinical Psychologists in Mental Hospitals, Educational Institutions, Vocational guidance. Mental Health: Concept, Components, Intervention Models – Clinical Model, Community Model, Social Action Model.	6	Student will understand in-depth learning of the current world ethical standards of psychological diagnostics and assessment activity	1, 2, 4					
II	Clinical Assessment – Nature and Objectives. Clinical interview – Purpose, Types, Stages, Clinical Utility and Limitations. Case Study Method- Purpose, Sources, Clinical Utility, limitations. Observation Method: Objectives, Types, Clinical Utility and Limitations	6	Students will learn major he formation of an adequate representation about the diversity of contemporary Psychodiagnostics and Assessment methods	1, 2, 4					
III	Intellectual Deficit - definition, characteristics, Tests of Intellectual Deficit –	6	Students will learn to conduct different	1, 2, 4					

	Wechsler Adult Intelligence Test, Scatter Analysis. Raven's Coloured, Standard and Advance Progressive Matrices.		Psychodiagnostics assessments	
IV	Clinical Assessment of Personality – Cattell's 16 P.F., MMPI-II and Big Five.	6	Students will understand classical and contemporary intellect diagnostic approaches, Psychodiagnostics of personality characteristics, talent potential and achievements potential of the person	1, 2, 4
V	Projective Techniques: Characteristics, Classification of Projective Techniques, Rorschach Test – Material, Interpretation, Reliability, Validity, Clinical Utility, Limitations. TAT- Interpretation of the Stories, Evaluation, Reliability, Validity, Clinical Utility and Theoretical Basis.	6	Students will learn to conduct projective Psychodiagnostics tools.	1, 2, 4
Practical	<ol style="list-style-type: none"> 1. Eysenck's Personality Inventory (EPI) 2. Maudsley Personality Inventory by H.J. Eysenck 3. Koh's Block Design Test (Performance) 4. Pass-Along Test (Performance) 5. BinetKamath Test of Intelligence 	30	Student will learn gives scores on two dimensions - Extroversion- Introversion, Neuroticism-stability; how to assess the also measures Neuroticism and Extroversion of adult population; to assess I.Q. Of 6-to-18-year population; and will learn how to assess both verbal and performance tests.	1, 2, 4

TEXT BOOKS:

- T1. Groth – Marnat, G (2003). Handbook of Psychological Assessment. John Wiley & Sons Inc., Hoboken, New Jersey
- T2. Kaplan, R.M & Saccuzzo, D. P (2009). Psychological testing: Principles, Applications and Issues. 7th Edition, Wadsworth, Belmont, USA

REFERENCES BOOKS:

R1: Barendregt, J. T., & Meuwese, W. A. (1961). *Research in psychodiagnostics*. The Hague: Mouton.

R2: Verhaeghe, P. (2020). *On being normal and other disorders: A manual for clinical psychodiagnostics*. Routledge.

OTHER LEARNING RESOURCES:

<https://www.sciencedirect.com/topics/social-sciences/psychodiagnostics>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a solid foundation in the historical, conceptual, and practical aspects of clinical psychology.	1,2,7,8
2	Demonstrate the ability to apply appropriate clinical assessment methods based on specific contexts and client needs.	1,2,3,7,8
3	Apply knowledge and skills necessary for assessing intellectual deficit using recognized tools.	1,2,3,8
4	Demonstrate the ability to skillfully assess and interpret personality using recognized instruments.	1,2,3,7,8
5	Integrate theory and practical skills for effective use of projective techniques in clinical assessments.	1,2,3,7,8

SEMESTER – III									
Course Title	NEUROPSYCHOLOGY								
Course code	22MSCP208R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30L+ 30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> 1. To gain a broader understanding of the executive functionalities of the brain. 2. To learn the process of administering behavioural assessments of measuring brain functioning. 3. To understand the rehabilitation of brain injured, chronic neuropsychological patients 								
CO1	Develop a foundational knowledge of the historical aspects and theories of neuropsychology.								
CO2	Gain knowledge and develop the ability to recognize and assess various brain dysfunctions.								
CO3	Develop skills to assess and understand brain function complexities in diverse clinical and research settings.								
CO4	Demonstrate competences in assessing cognitive functions and contribute to comprehensive neurological evaluation.								
CO5	Understand and apply the principles of neuropsychological rehabilitation ethically and effectively.								
Unit- No.	Content	Contact Hour	Learning Outcome	K L					
I	History of Neuropsychology: Definition of neuropsychology, Early Hypothesis, Localization theory, Integrated theory of Brain function.	6	Student will understand about the history of it.	1, 2					
II	Brain Dysfunctions Dementia and its types, Epilepsy and phases of epilepsy, Traumatic brain injury (TBI), Cerebrovascular disorders, Korsakoff's syndrome	6	Students will learn the major understanding the process of administering neuropsychological	1, 2					

	me		assessments	
III	Neuropsychological assessment: EEG-MRI, Evoked Potentials, Electrical stimulation, EMG, PET, fMRI, MEEG, Bio-feedback	6	Students will learn major Neuropsychological assessment.	1, 2, 4
IV	Behavioural examinations: Halstead-Reitan, Neuropsychological Battery, Luria-Nebraska Neuropsychological Battery, NIMHANS Neuropsychology Battery.	6	Students will understand Fundamental processes Underlying human behaviour.	1, 2, 4
V	Introduction to neuropsychological rehabilitation: Aspects of rehabilitation: Cognitive, Behavioural, Emotional and Psychosocial; Models of neuropsychological rehabilitation, Theories of neuropsychological rehabilitation; Ethics and guidelines.	6	Students will understand Neuropsychological rehabilitation.	1, 2, 4
Practical	<ol style="list-style-type: none"> 1. PGI 2. Bhatia's Battery Of Performance Tests for Intelligence. 3. Psycho-Physiological State Inventory by Sanjay Vohra. 4. Mental Health Check List by Pramod Kumar 5. Neuropsychological Functional Assessment Battery for Mental Retards 	30	Student will understand five sub-tests of memory scale, performance tests of intelligence, verbal adult intelligence scale; will learn how to assess the intelligence level of an adolescent; and will learn psychological and physiological experience of late adolescents / adult group of either sex. They will also learn to measure Mental Health of adult age range 18-28, and the extent of neuropsychological impairment.	4, 5

TEXT BOOKS:

- T1. Kolb, B., & Ian, Q. W. (1990) *Fundamental of neuropsychology*. New York: Freeman.
T2. Mukundan, C. R. (2007) *Brain experience; The experiential perspectives of the Brain*. New Delhi: Atlantic Publisher's.
T3. Ponsford, J. (Ed.) (2004). *Cognitive and Behavioural Rehabilitation*. New York: Guilford

REFERENCE BOOKS:

- R1: Andrewes, D. (2015). *Neuropsychology: From theory to practice*. Psychology Press.
R2: Heilman, M. K. M., & Valenstein, E. (2010). *Clinical neuropsychology*. Oxford University Press.

OTHER LEARNING RESOURCES:

- 1: <https://www.apa.org/topics/neuropsychology>

2: <https://www.youtube.com/watch?v=1MLA7oLZ9bs>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge of the historical aspects and theories of neuropsychology.	1,3,5,7
2	Gain knowledge and develop the ability to recognize and assess various brain dysfunctions.	1,2,5,7
3	Develop skills to assess and understand brain function complexities in diverse clinical and research settings.	1,2,3,5,7
4	Demonstrate competences in assessing cognitive functions and contribute to comprehensive neurological evaluation.	1,2,3,4,5,7
5	Understand and apply the principles of neuropsychological rehabilitation ethically and effectively.	1,2,3,4,5,7

SEMESTER – III									
Course Title	FORENSICPSYCHOLOGY								
Course code	22MSCP209R	Total credits: 3 Total hours: 30L+ 30P	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	0
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> To acquaint the students with the overview of forensic psychology and its applications. To develop insight about significance of criminal profiling. To enrich students with critical assessment of advanced forensic techniques like polygraphy, narco analysis, etc. 								
CO1	Acquire a foundational understanding of forensic psychology, ethics, and legal considerations in practice.								
CO2	Understand crime complexities and develop skills to contribute to crime prevention and victim support in forensic psychology.								
CO3	Application of psychological principles across investigative processes and to facilitate rehabilitation within correctional settings.								
CO4	Demonstrate competence in psychological testing and forensic evaluation methods within legal contexts.								
CO5	Develop proficiency in forensic consultancy and supervision skills, applying core competencies in legal and investigative settings.								
Unit-No.	Content		Contact Hour	Learning Outcome			KL		
I	Introduction Introduction to forensic Psychology, Nature, History and its Scope. Fundamental distinctions between Psychology and Law, Police Psychology, Forensic Psychology in India and its sub-fields. Ethical and Legal		6	Student will understand about forensic Psychology,			1, 2		

	issues in Forensic Practice, Psychologist as Expert Witnesses.			
II	Crime and the Victim Crime: Causes, impact of crime on victim, Victimization, Factors affecting victimization: Bystander Effect, Forensic Mental Health. Psychological explanations of specific crime types: Arson, terrorism, homicides, sexual offences, burglary, robbery, theft, white collar crimes.	6	Students will learn major theories and concepts forensic Psychology	1, 2
III	Psychology in Investigation, Court-Room & Corrections Criminal Profiling, Eyewitness Testimony, Competence to stand trial, Roles of correctional psychologist, Treatment and Rehabilitation in Correctional facilities, Risk Assessment, Treatment of Special population: Violent Offenders, Women Prisoners, Juvenile Justice.	6	Students will learn major theories and concepts Psychology in Investigation, Court-Room & Corrections	1, 2
IV	Assessment and Evaluation in Forensic Psychology Psychological Tests used in forensic psychology, Forensic methods in detection of crime: Brain Electrical Oscillation Signature Profiling (BEOS). Lie Detections: Polygraph, Brain Mapping, Narco-analysis.	6	Students will learn Assessment and Evaluation in Forensic Psychology	1, 2
V	Professional Practice Forensic consultancy and supervision, core competences, Cognitive interviewing techniques, psychologist as a consultant, Family law issues, custody and adoptions, Psychology and the legal process interaction, Presentation of evidences and providing feedback, Psychotherapy with Criminal Offenders.	6	Students will learn Professional Practice	1, 2
Practical	<ol style="list-style-type: none"> 1. Stroop Effect Test 2. Bhatia's Battery of Performance Tests for Intelligence 3. Bilateral Transfer: Transfer of Training Apparatus 4. Meaning on Retention (English) 5. Retroactive inhibition lists (English) 	30	Student will understand practically cognitive inhibition and parallel processing; assess the intelligence level of an adolescent; learn the concept of positive training of learning; will understand practically the meaning of retention; and will gain insight about Retroactive inhibition	4, 5

TEXT BOOKS:

- T1. A.A. Moenssens, J. Starrs, C.E. Henderson and F.E. Inbau, *Scientific Evidence in Civil and Criminal Cases*, 4th Edition, The Foundation Press, Inc., New York (1995).
- T2. R. Saferstein, *Criminalistics*, 8th Edition, Prentice Hall, New Jersey (2004).
- T3. J.C. DeLadurantey and D.R. Sullivan, *Criminal Investigation Standards*, Harper & Row, New York (1980).
- T4. J. Niehaus, *Investigative Forensic Hypnosis*, CRC Press, Boca Raton (1999).

REFERENCE BOOKS:

R1: Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.

R2: Weiner, I. B., & Hess, A. K. (Eds.). (2006). *The handbook of forensic psychology*. John Wiley & Sons.

OTHER LEARNING RESOURCES:

1: <https://www.youtube.com/watch?v=HMPIvOUvqPA>

2: https://www.youtube.com/watch?v=x_bSodn1snA

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire a foundational understanding of forensic psychology, ethics, and legal considerations in practice.	1,4,5
2	Understand crime complexities and develop skills to contribute to crime prevention and victim support in forensic psychology.	1,3,5
3	Application of psychological principles across investigative processes and to facilitate rehabilitation within correctional settings.	1,2,3,5
4	Demonstrate competence in psychological testing and forensic evaluation methods within legal contexts.	2,3,4,5
5	Develop proficiency in forensic consultancy and supervision skills, applying core competencies in legal and investigative settings.	2,3,4,5

SEMESTER – IV									
Course Title	Clinical supervised internship-IV								
Course code	22MSCP211R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	0	0	0	0	12	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters Of Science Clinical Psychology								
Semester	Winter/ IV semester of Second year of the programme								
Course Objectives	4. To acquire professional skills as a psychologist in a multidisciplinary context. 5. To engage and understand mental health issues faced in real-world scenarios. 6. To apply theoretical knowledge of intervention techniques practically within the organization.								
CO1	Gain ethical theoretical and practical knowledge in the practice of clinical psychology with clients.								
CO2	Understand the complexities of human behaviour and human and global health challenges								
CO3	Demonstrate the skills of problem-solving, critical thinking, organized reasoning, Intellectual curiosity and flexibility								
CO4	Learn to use supervision and consultation appropriately.								
CO5	Implement the knowledge gain from the clinical internship exposure in real world.								

REFERENCE BOOKS:

R1: World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines (Vol. 1). World Health Organization.

R2: Harris, O. J., & Hartman, S. J. (2001). Organizational behavior. Psychology Press.

R3: Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (2013). Measures of personality and social psychological attitudes: Measures of social psychological attitudes (Vol. 1). Academic Press.

OTHER LEARNING RESOURCES:

The students will be going to Organizations/NGO/Rehabilitation centres for one day in a week besides their regular theory classes. Every week they will submit their internship reports and meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain ethical theoretical and practical knowledge in the practice of clinical psychology with clients.	1,3,4,6,
2	Understand the complexities of human behaviour and human and global health challenges	1,3,6,7,8
3	Demonstrate the skills of problem-solving, critical thinking, organized reasoning, Intellectual curiosity and flexibility	1,2,3,4
4	Learn to use supervision and consultation appropriately.	4,5,6,8
5	Implement the knowledge gain from the clinical internship exposure in real world.	1,2,3,5,8

SEMESTER – IV										
Course Title	RESEARCH (DATA ANALYSIS/DOCUMENTATION-R4)									
Course code	22MCPR221R	Total credits: 12		L	T	P	S	R	O/F	C
		Total hours:		0	0	20	4	8	0	12
Pre-requisite	Nil	Co-requisite		Nil						
Programme	Masters Of Science Clinical Psychology									
Semester	Winter/ IV semester of Second year of the programme									
Course Objectives	<ol style="list-style-type: none"> 1. To understand the use of different method of research methodology. 2. To enhance innovative idea. 3. To inform students about the basics of scientific research in applied psychology. 4. To make them learn the qualitative and quantitative research design and processing data. 									
CO1	Identify research data and analyze it.									
CO2	Familiar with learn relevant reviews and journals									
CO3	Understand the Documentation of data process									
CO4	Justification of crude data of quantitative and qualitative									
CO5	Synthesize the etic and emic process of research									
Unit-No.	Content			Contact Hour	Learning Outcome			KL		
I	Introduction,DefiningallthevariablesUndertaken			15	Student willbeable to understand the topic			2, 3		
II	Review of relatedliterature,objectives&Hypothesis			15	Students will review the literature			1,2, 3		
III	Methodology			15	Students will understand and write the methodology			2, 3		
IV	Results andDiscussion			15	Studentswillbeable to write and discuss the results			3, 4		
V	Summary,Conclusion,andRecommendationsfor FurtherResearch			15	Students will be able towrite thesummary and conclusion.					

TEXTS BOOKS:

1. Cozby, Paul, Bates, Scott.Methods in behavioural research, 13th Edition, McGraw Hill.
2. Luck, David J and Rubin, Ronald S., Marketing Research, Seventh edition, Prentice Hall of India

REFERENCE BOOKS:

1. Aaker, David A; Kumar V and George S., Marketing Research, Sixth edition, John Wiley & Sons
2. Boyd, Harper W, Westphall, Ralph &Stasch, Stanely F, Market Research – Text & Cases, Richard D. Irwin Inc. Homewood, Illinois.

OTHER LEARNING RESOURCES:

<https://bcs.wiley.com/he-bcs/Books?action=contents&itemId=0471203661&bcsId=1671>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify research data and analyze it.	1,2,3,5,6
2	Familiar with learn relevant reviews and journals	1,2,5,6
3	Understand the Documentation of data process	1,2,3,4,5,6
4	Justification of crude data of quantitative and qualitative	1,2,3,4,5,6
5	Synthesize the etic and emic process of research	1,2,3,4,5,6

SEMESTER – IV									
Course Title	PSYCHOLOGY OF TERRORISM								
Course code	22MSCP223R	Total credits: 3 Total hours: 30T+30P	L	T	P	S	R	O/F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ IV semester of Second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To become familiar with the various forms of terrorism including individual, religious, ideological, and state-sponsored terrorism. To understand the various cultural factors that may play a role in the promotion of terrorism. To gain understanding about the underlying group factors behind terrorism such as intergroup polarization, within-group glorification, moral exclusion, the power of the situation, nationalism, and partisan perceptions. 								
CO1	Develop a foundational knowledge of terrorism.								
CO2	Gain an in-depth understanding of the internationalization of terrorism, exploring its global dimensions and impact.								
CO3	Develop a comprehensive understanding of the complex relationship between terrorism and media, and the evolving strategies of contemporary terrorism.								
CO4	Demonstrate a holistic understanding of power, politics, and conflicts while developing skills to navigate these dynamic effectively and ethically.								
CO5	Develop a comprehensive understanding of the socio-cultural and economic factors influencing subjective well-being and over-all happiness.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		

I	Introduction What Is Terrorism; Debates on definition of terrorism, Evolution of terrorism, Motivational causes of terrorism	6	Student will understand evaluation and causes of terrorism	1,2
II	Terrorist Groups and Organizations Internationalization of terrorism, Designated terrorist groups and targeted sanctions; Al Qaeda, Islamic State (ISIS/ISIL), Terrorist groups in South Asia.	6	Students will learn major theories and concepts related to terrorist groups and organizations	1,2
III	Strategies in Modern Terrorism Terrorism and the media; Methods, tactics, tradecraft, techniques, technologies	6	Students will understand concepts related to strategies in modern terrorism	1,2
IV	Power, Politics & Conflicts Power-Power dynamics – Power Indicators – Determinants of power – Consequences of power Sources of power- Effective use of power – Power tactics Politics – Essence of politics – types of political activities -Ethics of Power & Politics Nature of Conflict – Changing view of conflict – Functional & dysfunctional conflict – The process of conflict – Negotiation & Conflict resolution - Managerial implications of conflict	6	Students will understand power , politics & conflicts	1,2
V	Socio-cultural and Economic Considerations The relevance of subjective well-being to social policies: optimal experience and tailored intervention; The social context of well-being; Does money buy happiness?; A well-being manifesto for a flourishing society.	6	Students will understand the relevance of well- being to social policies	1,2
Practical	1.Organizational Politics Scale by P Upinder Dhar and Santosh Dhar(English). 2.Rosenweig Picture Frustration Test by Udai Parekh, R .S. Devei, and S. Rosenweig 3. Aggression Scale by G. P. Mathur and RajkumariBhatnagar(Hindi/English). 4.Frustration Tolerance by S.N. Rai (Hindi/English) 5.Motivation Analysis Test by R. B. Cattell, J.	30	Student will understand practically the factors associated with organizational politics and learn assess aggression, frustration, and motivation level.	1,2,3,4

	L. Horn and A. B. Sweney (English)			
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TEXT BOOKS:

1. Silke, A. (Ed). (2010). The psychology of counter-terrorism. London/NY: Routledge.
2. Bradburn, N. M. (1969). The structure of psychological well-being. Chicago, IL: Aldine

REFERENCE BOOKS:

1. Bjørgo, T. (Ed.). (2004). Root Causes of Terrorism: Myths, reality and ways forward. Routledge.
2. Crenshaw, M. (1981). The causes of terrorism. Comparative politics, 13(4), 379-399
3. Crenshaw, M. (2008). The debate over “new” vs. “old” terrorism. In Values and Violence (pp. 117-136). Springer, Dordrecht.
4. Griset, P. L., Mahan, S., & Griset, P. L. (2003). Terrorism in perspective. Thousand Oaks: Sage Publications.
5. Laqueur, W. (1986). Reflections on terrorism. Foreign Affairs., 65, 86.
6. Miller, A. H. (Ed.). (1982). Terrorism, the Media and the Law (p. 58). Dobbs Ferry, NY: Transnational Publishers.

OTHER LEARNING RESOURCES:

1: <https://www.youtube.com/watch?v=Opl8AO55vpQ>

2: <https://www.youtube.com/watch?v=ZFiw67IwJgs>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge of terrorism.	1, 5,7,8
2	Gain an in-depth understanding of the internationalization of terrorism, exploring its global dimensions and impact.	1,5,7,8
3	Develop a comprehensive understanding of the complex relationship between terrorism and media, and the evolving strategies of contemporary terrorism.	1,5,7,8
4	Demonstrate a holistic understanding of power, politics, and conflicts while developing skills to navigate these dynamic effectively and ethically.	1,5,7,8
5	Develop a comprehensive understanding of the socio-cultural and economic factors influencing subjective well-being and over-all happiness.	1,5,7,8

SEMESTER – IV									
Course Title	WELLNESS AND LIFESTYLE MANAGEMENT								
Course code	22MSCP224R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ IV semester of Second year of the programme								
Course Objectives	<p>1. Identify, understand and apply the dimensions of health and wellbeing and describe their relationship to a positive lifestyle.</p> <p>2. Understand and identify the stress to inculcate the habit of leading a healthy lifestyle</p> <p>3. Gain knowledge on health enhancing behaviours</p>								
CO1	Develop a foundational knowledge of wellness concepts and the factors influencing individual health.								
CO2	Develop a holistic perspective on physical, mental, and social wellness, and skills to promote overall wellbeing.								
CO3	Demonstrate the knowledge and skills necessary to assess, guide, and support individuals in adopting and maintaining health-promoting lifestyles.								
CO4	Integrate physical education and lifestyle practices to contribute to enhanced overall health and wellness.								
CO5	Gain an understanding of spirituality, religion, and their role in promoting resilience, ethical behavior, and social change.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	<p>Introduction to Wellness</p> <p>Concept of health, wellbeing and wellness, illness- wellness continuum, Determinants and</p> <p>Components of wellness (WHO) and wellbeing, Health compromising behaviours: Smoking,</p> <p>Alcoholism and substance abuse.</p>	6	Student will understand the introduction to wellness				1,2		
II	<p>Physical, Mental and Social Wellness</p> <p>Stress and its impact on health and wellbeing, mechanisms to deal with stress.</p> <p>Status of mental health Services, the role of mental health professionals, Barriers accessing</p> <p>mental health services, Risks factors to</p>	6	Students will learn major theories and concepts related to Physical, Mental and Social Wellness				1,2		

	<p>mental health- adverse childhood experiences, disability,</p> <p>ageing, workplace, family history of mental illness, psychos' social issues</p> <p>Interpersonal relationships and its impact on health and wellbeing, need for cultivating positive</p> <p>emotions and attending to healthy relationships and self-care</p>			
III	<p>Lifestyle Management</p> <p>Lifestyles-sleep, food habits, adverse physical environment, health-enhancing behavioursdieting, exercise, yoga, mindfulness</p>	6	Students will learn major issues lifestyle management	1,2
IV	<p>Physical Education</p> <p>Concept of physical education – Meaning – definition – aims – objectives of physical education</p> <p>and fitness – Need & importance of fitness – Types of fitness – Health related physical fitness –</p> <p>performance related physical fitness – physical activities and health benefits - Activities for</p> <p>developing physical fitness</p> <p>What is sleep? – The phylogeny of sleep – Developmental course of sleep – Dreams- Functions of</p> <p>sleep – Daytime sleepiness and alertness – Sleep disorder</p>	6	Students will understand physical education	1,2
V	<p>Spirituality, Religion and Social Change</p> <p>Meaning of life - Meaning of death- Indian Rituals, symbols, and myths - Spirituality, altruism</p> <p>and moral justice - Resources to deal with stress, temptations, disappointments and failures,</p> <p>social oppression, the loss of possessions and of loved ones, and with one's own death.</p>	6	Students will learn Spirituality, Religion and Social Change	1,2
Practical	1.Stress Management Scale by V. Kaushik and N A Charpe.	30	Student will understand to measures stress levels among adults along with assessing life	1,2,3,4

	2. Environmental Behaviour Scale by ArchanaSingal, PradeepSingal and UrmilaVerma 3. Life Style Scale 4. Job Value Questionnaire by SeemaSanghi 5. Sinha Time Management Inventory by PrakashSinha		style and time management skills and job satisfaction.	
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TEXT BOOKS:

1. Anspaugh, D.J., Hamrick, M.H., & Rosato, F.D. (2009). Wellness: Concepts and Applications, 7th ed., McGraw-Hill.
2. Donatelle, R. J., & Davis, L. G. (2011). Health: the basics. Benjamin Cummings.
3. Edlin, G., & Golanty, E. (2007). Health and wellness (9th ed.). Jones & Bartlett Publishers.
4. Insel, P.M., & Roth, W.T. (2002). Core concepts in health (9th ed.). McGraw-Hill.

REFERENCE BOOKS:

1. Siegel, B. S. (1998). Prescriptions for living. Harper Collins.

OTHER LEARNING RESOURCES:

1: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6367881/>

2: <https://www.youtube.com/watch?v=N2xwcAJYd08>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge of wellness concepts and the factors influencing individual health.	1,3,6
2	Develop a holistic perspective on physical, mental, and social wellness, and skills to promote overall wellbeing.	1,3,6,7,8
3	Demonstrate the knowledge and skills necessary to assess, guide, and support individuals in adopting and maintaining health-promoting lifestyles.	1,2,3,7
4	Integrate physical education and lifestyle practices to contribute to enhanced overall health and wellness.	1,2,3,7,8
5	Gain an understanding of spirituality, religion, and their role in promoting resilience, ethical behavior, and social change.	1,6,7,8

SEMESTER – IV									
Course Title	STRESS MANAGEMENT								
Course code	22MSCP225R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ IV semester of Second year of the programme								
Course Objectives	1. Mapping the causes and effects of stress. 2. Learn about the sources and symptoms of different types of stress. 3. To learn about the 'Stress Response' and the underlying mechanisms, and Stress Management techniques.								
CO1	Develop a foundational knowledge in stress and stress management.								
CO2	Acquire a holistic understanding of sources of stress and the importance of mental health management.								
CO3	Recognize and address the physiological, psychological, and social aspects of stress in individuals and communities.								
CO4	Recognize, evaluate, and address stressors using adaptive coping strategies in various contexts.								
CO5	Demonstrate the ability to facilitate stress management and promote well-being using a variety of evidence-based approaches.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	INTRODUCTION: Stressors, Stress and Stress Management Defined - Types of stress: Acute stress, Episodic Acute stress, and chronic stress, signs and Symptoms - Dimensions of holistic health: physical, emotional, social, mental, spiritual, and environmental		6	The students will understand the basic concepts of stress signs and symptoms				1,2	
II	Sources of stress: Psychological, Social, Environmental, Academic, Family, and Work stress. Managing Mental health: The importance of self-concept, self-esteem, self-efficacy, self-efficiency. Defining sadness and depression and their effect on behavior		6	It will enable the students to identify the source of stress and how to manage it effectively				1,2	
III	Impact of stress: Physiological Impact of stress, Psychological Impact of stress, Social Impact of stress.		6	The students will understand the holistic impact of stress and will be able to guide and teach others.				1,2	
IV	Stress Response - 'Fight or Flight Response, Stress warning signals. Stress and Coping-		6	The learners will be aware of the stress warning signs and				1,2	

	Coping Mechanisms: Appraisal-focused, Emotional focused and Problem-focused		develop several coping mechanisms.	
V	Stress Reduction Techniques: Autogenic Training, Biofeedback, Relaxation, Yoga, and Meditation	6	It will enable the students with some of the effective techniques to fight against stress in the most successful ways.	1,2
Practical	1. Anxiety, Depression, and Stress Scale 2. Social Motives Scales 3. P. G. I. Health Questionnaire N-1 4. Worker's Personality Scale (WPS) 5. Life Satisfaction Scale	30	Students will be able to assess and analyze psychological constructs such as anxiety, depression, stress, social motives, health, personality traits, and life satisfaction, and it will enhance their ability to apply psychological assessments in diverse contexts effectively.	1,2,3,4

TEXT BOOKS:

1. Baron, R. A. (2004). Health, stress and coping: Psychology, (5th eds), Low Price Edition, published by Pearson Education (Singapore), Pte, Ltd,

REFERENCE BOOKS:

1. Coffey, C.N and Appley, M. H. (1967). Motivation: Theory and Research, Willey, New York.
2. Karasek, R. & Theorell, T., (1990). Healthy work: Job stress, productivity and the reconstruction of working life. New York, Basic Books.
3. Selye, H., (1996). The stress of life, (second edition), New York: Mc Grow- Hill.
4. Shapiro, D.H. (1985) Meditation and behavioural medicine: application of a self-regulation strategy to the clinical management of stress. In S.R. Burchfield (Ed.), Stress: Psychological and physiological interactions. Washington DC. Hemisphere

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=rुकcQcZ1NYE>
2. <https://pubmed.ncbi.nlm.nih.gov/6352951/>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge in stress and stress management.	1,6,7,8
2	Acquire a holistic understanding of sources of stress and the importance of mental health management.	1,6,7,8
3	Recognize and address the physiological, psychological, and social aspects of stress in individuals and communities.	1,3,7,8
4	Recognize, evaluate, and address stressors using adaptive coping strategies in various contexts.	1,3,7,8

5	Demonstrate the ability to facilitate stress management and promote well-being using a variety of evidence-based approaches.	1,3,6,7,8
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SEMESTER – IV									
Course Title	CHILD DISORDERS AND MANAGEMENT								
Course code	22MSCP226R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	MASTER OF SCIENCE CLINICAL PSYCHOLOGY								
Semester	Winter/ IV semester of Second year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. To demonstrate an understanding of theoretical perspectives of child and adolescent development. 2. To understand the influence of developmental factors on the presentation and treatment of child psychiatric disorders. 3. To understand the relationship between physical, cognitive, emotional, social and developmental factors that contributes to emotional behavioural difficulties or more serious mental illness. 								
CO1	Develop a foundational knowledge of child and adolescent mental health.								
CO2	Develop skills for assessment, intervention, and support for individuals with developmental disorders.								
CO3	Demonstrate knowledge in the assessment, intervention, and support for individuals with behavioral disorders.								
CO4	Understand the tools and techniques of assessment, intervention, and support for individuals with emotional disorders.								
CO5	Acquire knowledge and skills to address substance use, digital technology use, child sexual abuse, and community-based psychiatric care.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	INTRODUCTION: Introduction to Child and Adolescent Mental Health - Impact of covid-19 pandemic on the mental health of children and adolescents. Normal Development. Parenting styles and the impact of	6	The students will understand the emerging needs of children’s mental health and parenting styles.					1,2	

	psychosocial adversities on development			
II	DEVELOPMENTAL DISORDERS: Overview of Neuro-Developmental Disorders, Intellectual Developmental Disorders, Autism Spectrum Disorders, and Speech-Language Disorders, Specific Learning Disorders.	6	It will enable the students to have better knowledge of Neuro-developmental disorders and speech-language and learning disorders.	1,2
III	BEHAVIOURAL DISORDERS: Overview of Behavioural Disorders, Attention Deficit Hyperactivity Disorder, Disruptive Behavioural Disorders	6	The students will acquire advanced knowledge of children's behavioural disorders and assessment methods	1,2
IV	EMOTIONAL DISORDERS: Overview of Emotional Disorders, Self-Injury and suicidal behaviour in adolescents. Interventions for Childhood Mental and Developmental Disorders	6	The student will understand the emotional disorders associated with children's daily experiences and intervention methods in detail.	1,2
V	MISCELLANEOUS ISSUES OF CLINICAL SIGNIFICANCE: Substance use in children and adolescents, Healthy use of digital technology for children and adolescents, Child sexual abuse: Considerations in a community set-up. Community aspects of child and adolescent Psychiatry: School Mental Health, Networking with stakeholders for community care	6	The student will become aware of the existing miscellaneous issues of clinical significance and community aspect of children's mental health.	1,2
Practical	1.Children's Curiosity Scale by D. Rajeev Kumar 2.Overt Aggression Test by PreetiVohra and R. K. Gupta 3.Mangal Emotional Intelligence Inventory by S.K. Mangal and ShubhraMangal 4.Developmental Screening Test by Bharat Raj 5.Gessell's Drawing Test by S. Venkatesan	30	Students will gain hands-on experience in administering and interpreting various psychological assessments. This practical knowledge will enhance their skills in evaluating emotional intelligence, aggression, curiosity, developmental stages, and cognitive abilities in children.	1,2,3,4

TEXT BOOKS:

1. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, 5th edition. Arlington, VA., American Psychiatric Association, 2013
2. Simeonsson RJ. Risk, Resilience and Prevention Promoting the well-being of all children. New York: Paul. H. Brookes Publishing Company; 1994

REFERENCE BOOKS:

1. Belmont, L. (1986). Screening for severe mental retardation in developing countries: The International Pilot Study of Severe Childhood Disability. In Science and technology in mental retardation. (ed. J. Berg), pp. 389-95. Methuen: London.
2. Drummond, M., Sculpher, M., Torrance, G., O'Brien, B. & Stoddart, G. (2005). Methods for the Economic Evaluation of Health Care Programmes. Third edition. Oxford University Press: Oxford.
3. Eapen, V., Graham, P. & Srinath, S. (2012). Where there is no child psychiatrist. A mental Healthcare manual. Royal College of Psychiatrists: London.

OTHER LEARNING RESOURCES:

1: <https://www.ncbi.nlm.nih.gov/books/NBK73037/>

2: <https://www.youtube.com/watch?v=8YWE-8slcXs>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge of child and adolescent mental health.	1,2,3,8
2	Develop skills for assessment, intervention, and support for individuals with developmental disorders.	1,2,3,4,8
3	Demonstrate knowledge in the assessment, intervention, and support for individuals with behavioral disorders.	1,2,3,4,8
4	Understand the tools and techniques of assessment, intervention, and support for individuals with emotional disorders.	1,2,3,4,8
5	Acquire knowledge and skills to address substance use, digital technology use, child sexual abuse, and community-based psychiatric care.	1,2,3,4,8

MAPPING TABLE

Course code	Course Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
22MSCP111R	Basics of Cognitive Psychology								
22MSCP112R	Physiological Psychology								
22MSCP113R	History and Philosophy of Psychology								
22MSCP114R	Positive Psychology								
22MSCP115R	Clinical Supervised Internship-I								
22UMFS111R	Fundamental of Statistics								

22MCPR111R	Mini Research (Review of literature-R1)								
22MACE111R	MOOCS CE I								
22UMPD111R	Effective English								
22MSCP121R	Psychotherapy								
22MSCP122R	Personality Theories and Assessment								
22MSCP123R	Psychopathology								
22MSCP124R	Clinical Supervised Internship-II								
22MSCP125R	Techno-Professional Skills-I								
22MSCP126R	GE- Youth Psychology								
22UMRM121R	Research Methodology and Statistical Analysis								
22MACE121R	MOOCS CE II								
22MCPR121R	Mini Research (Research gap analysis-R2)								
22UUHV101R	Universal Human Value (UHV + Professional Ethics)								
22UMPD121R	Communication Mastery								
22UUDL103R	Computational Systems and Digital World								
22MSCP211R	Clinical Supervised Internship-III								
22MSCP214R	Techno-Professional Skills-II								
22MSCP215R	GE- Life Skills								
22UMRE211R	Research Ethics								
22MCPR211R	Mini Research (Survey/experiments-R3)								
22MACE211R	MOOCS CE III								
22MACE212R	MOOCS CE IV								
22UMPD211R	Corporate Proficiency								
22MSCP201R	Health Psychology								
22MSCP202R	Sports Psychology								
22MSCP203R	Addiction and Mental Health								
22MSCP204R	Rehabilitation Psychology								
22MSCP205R	Basic of Psycho-Oncology								
22MSCP206R	Community Psychology								
22MSCP207R	Psychodiagnostics								
22MSCP208R	Neuropsychology								
22MSCP209R	Forensic Psychology								
22MSCP221R	Clinical Supervised Internship-IV								

22MCPR221R	Research (Data analysis/documentation-R4)								
22MSCP223R	Psychology of Terrorism								
22MSCP224R	Wellness and Lifestyle Management								
22MSCP225R	Stress Management								
22MSCP226R	Child Disorders and Management								



Assam down town University

Curriculum and Syllabus

Master of Arts in Applied Psychology



OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.0

**FACULTY OF HUMANITIES &
SOCIAL SCIENCES**

July, 2022

Preamble

Assam down town University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guidebook for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the 5th Board of Studies (BoS) meeting of the Faculty of Humanities and Social Sciences held on dated 07/06/2022 and approved by the Emergent Academic Council (AC) meeting held on dated 30/07/2022



*Chairperson
Board of Studies*



*Member Secretary
Academic Council*



Vision

To become a Globally Recognized University from North Eastern Region of India, Dedicated to the Holistic Development of Students and Making Society Better

Missions

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well-rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme Overview

MA in Applied Psychology is a two-year program in India that focuses on translating psychological principles into practical solutions for real-world challenges. Students explore cognitive, developmental, organizational, health, community, clinical, research, and statistical aspects of psychology, gaining both theoretical knowledge and practical skills. Emphasizing ethical standards and cultural sensitivity, the program prepares graduates for impactful roles in organizations and practical settings. It also serves as a foundation for those interested in further studies in research and practice.

I. Specific Features of the Curriculum

The curriculum combines theory and practice, offering excellent career prospects and opportunities for further studies. It uses psychological methodologies to address human and animal behavior issues, enabling students to design solutions for individuals and organizations. Graduates can help clients manage everyday problems, resolve emotional distress, and treat disorders. The increasing global demand for psychologists to tackle stress, high pressure, and loneliness underscores the course's value in providing practical knowledge to handle these challenges effectively.

- II. **Eligibility Criteria:** To be eligible for the program, the students should have a Bachelor's degree in psychology or equivalent degree.

III. Program Educational Objectives (PEOs):

- PEO-1: Placement Outlooks- Graduates will be able to practice counselling as a psychologist after taking a license, work with rehabilitation centres or teach Psychology, Counselling, Organizational Psychology and also enable advance research as well as higher studies.
- PEO-2: Analytical Approach- Graduates will demonstrate in-depth knowledge about Psychology with vital analytical skills used in prevention and intervention for better mental health of the community.
- PEO-3: Pragmatic Inclination- Emphasize on deep learning for understanding components of individual behaviour and invigorate graduates towards advance skills pertaining to counselling, psychotherapies and psycho-testing.
- PEO-4: Inter Disciplinary & Multi-disciplinary Perspective- Graduates will learn values to work in inter-disciplinary teams within organization and develop leadership qualities, work proficiency and ethical values exhibiting perspectives of related fields like child psychology, psychopathology, counselling, physiology, life style diseases, research methods and community health.

•PEO-5: Continuous Learning- Graduates will be conditioned for continuous learning for expanding knowledge and skills in response to a changing environment and advances in diagnosis and interventions.

IV. Program Specific Outcomes (PSOs):

PSO1:Multidisciplinary Approach: Apply multidisciplinary approaches for a better understanding of psychological problems and socioeconomic situations to make an impact in society.

PSO2:Critical Thinking:Apply critical thinking to assess information, evidence, and practices, while evaluating policies and theories through a scientific and inclusive knowledge-building approach.

PSO3: Global Competence: Excel in the profession by attaining global competency through international certifications, webinars and conferences.

V. Program Outcome:

PO1: Psychological Knowledge: Apply comprehensive knowledge of psychological theories and principles, community and clinicalcounselling and occupational health aspects, fundamentals of statistics, and management principles to address psychological problems in diverse societal and organizational settings.

PO2: Psychological Assessment and Counseling:Assess, analyze and identify complex psychologicalproblems using suitable tests and techniques, and design evidence-based interventions.

PO3: Societal Commitment: Demonstrate commitment with a sense of responsibility in actively contributing to mental well-being focusing on holistic development and societal welfare.

PO4: Professional Ethics: Apply ethical practices with legal aspects in counseling and psychological assessments in complex situations while upholding professional codes of conduct.

PO5: Investigation and Research: Investigate, critically review the literature, design and conduct research, and contribute to the advancement of knowledge in the field of psychology.

PO6: Teamwork and Leadership: Demonstrate working efficacy as an individual/member or leader in multidisciplinary teams and diverse socio-cultural settings to advocate societal issues for promoting positive change.

PO7: Communication: Convey concepts and instructions clearly to individuals, groups and society at the large.

PO8: Lifelong Learning:Consistently acquiringadvances in domains of psychological treatmenttechniques, while remaining adaptable to societal changes.

VI. Total Credits to be Earned: 100

VII. Career Prospects:

MA in Applied Psychology offers diverse career prospects, including roles in clinical and counselling psychology, human resources, organizational development, and research. Graduates are equipped to work in

hospitals, private practices, educational institutions, corporate settings, and non-profit organizations. They can address mental health issues, improve workplace dynamics, and contribute to academic research. The growing demand for mental health professionals globally further enhances job opportunities, making this degree a valuable asset for a rewarding and impactful career.

EVALUATION METHODS

The student performance shall be evaluated through In-semester (Sessional) and semester-end examinations. A weightage of 40% or as prescribed by the programme shall be added to the score of the end-semester examination.

A. INTERNAL ASSESSMENT:

The teacher who offers the course shall be responsible for internal assessment by conducting in-semester (sessional) examination and evaluating the performance of the students pursuing that course. The components for internal assessment are illustrated in the table given below.

SN	Components/ Examinations	Marks Allotted
1.	In-Sem Exam – I (ISE-I) (Written Examination)*	30
2.	In-Sem Exam – II (ISE-II) (Written Examination)*	30
3.	Assignment	10
4.	Presentation (SP)	10
5.	Quiz	5
6.	Class Performance based score*	5

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

1. If a student fails to appear in the any of the component without any valid reason he/she shall be marked zero in that component. However, the course teacher at his discretion may arrange for the missed test on an alternate date for the absentee students after determining ground with genuine/valid reasons for the absent.
2. The report of evaluation of an activity towards the in-semester (sessional) component of a course shall be duly notified by the concerned course teacher within a week of completion.
3. The program coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the program to the Controller of Examinations before the start of the End-semester examination.

B. SEMESTER END EXAMINATION:

Time table for end semester examination is published at least 25 days prior to the start of Examination.

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

The student shall only be allowed to appear in a University Examination, if:

- i) He/ She is a registered student of the University;
- ii) He/ She is of good conduct and character;
- iii) He/ She has completed the prescribed Programme of study with minimum percentage of attendance as laid down in the Regulations of the Programme concerned.

Under special cases, a student may be allowed to appear for an examination without being registered in the University but the result of the said student will be kept on hold till the registration of the concerned student is completed.

II. Admit Card:

Admit card for the examination may be downloaded through ERP where the system will generate a Unique ID Cards through online.

The University shall have the right to cancel admission for examination of any candidate on valid grounds.

III. Pattern of Question Papers:

The question paper shall follow the principles of Bloom's Taxonomy.
Table

S. N.	Level	Questions /verbs for test
1	Remember	List, Define, tell, describe, recite, recall, identify, show who, when, where, etc.
2	Understand	Describe, explain, contrast, summarize, differentiate, discuss, etc.
3	Apply	Predict, apply, solve, illustrate, determine, examine, modify
4	Analyze	Classify, outline, categorize, analyze, diagrams, illustrate, infer, etc.
5	Evaluate	Assess, summarize, choose, evaluate, recommend, justify, compare etc.
6	Create	Design, Formulate, Modify, Develop, integrate, etc.

Note: No course is to be evaluated on basis of **all 6 knowledge levels**.

The format of the question paper across all the program follow a unique pattern and the total marks is 60

Table 1: Question paper pattern for End semester examination

Sl no	Question pattern	Total marks
1	MCQs (10 Questions)	10
2	2 Marks questions (10 Questions)	20
3	4 Marks questions (5 Questions)	20
4	10 Marks questions (1 Question)	10

IV. Examination Duration:

Each paper of 60 marks shall ordinarily be of two hours duration.

V. Practical Examinations, Viva-Voce etc.:

- i) Practical examination shall be conducted in the presence of one external expert and one or more internal examiners.
- ii) Viva-Voce, Oral examinations of the Project report, Dissertation etc. shall be undertaken by a Board of Examiners constituted by the respective Dean of Program with the advice of Supervisor(s).

VI. Procedure of Expulsion:

If any candidate is found to be using any unfair-means during the examination, the invigilator may cease his/her answer sheet and report it directly to the Officer-in-Charge. The Office-in-Charge of the center may take appropriate decisions as per the rules and procedure of the examination. The Officer-in-Charge may allow the students to write the exam with new answer sheet or may expel the student from appearing the paper depending on the nature of unfair-means. In case of Computer based test, the students may be directed to write an apology letter and sign in the prescribe expulsion form. The student may not be allowed to write that examination.

VII. Instruction to the Students:

- (i) The students shall not bring to the Examination Hall, any electronic gadget used as a means of communication or record except electronic calculator, if required.
- (ii) The students shall not receive any book or printed or hand written or photo copy (Xerox) or blank-paper from any other person while he/she is in the examination-room or in laboratory or in any other place to which he/she is allowed to have access during course of examination.

- (iii) The students shall not communicate with any other candidate in the examination room or with any other person in and outside the examination-room.
- (iv) The students shall not see, read or copy anything written by any other candidate, nor shall he/she knowingly or negligently permit any other candidate to see, read or copy anything written by him/her or conveyed by him/her.
- (v) The students shall not write anything on the Question Paper or in other paper or materials during the examination, or pass any kind of paper to any other candidate in the examination-room, or to any person outside the room.
- (vi) The students shall not disclose his/her identity to the examiner by writing his/her name or putting any sign / symbol in any part of his answer-script.
- (vii) The students shall not use any abusive language or write any objectionable remark or make any appeal to examiner by writing in any part of his answer-script.
- (viii) The students shall not detach any page from the answer-script or insert any authorized or unauthorized loose sheet into it. He /she shall also not insert any other answer-script / loose sheet by removing the pins of the origin answer-scripts and re-fixing it.
- (ix) The students shall not resort to any disorderly conduct inside the examination-room or misbehave with the invigilator or any other examination official.

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.
- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.
- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

It is the product of grade point and number of credits for a course, thus, $CP = GP \times CR$

i. Credit:

A unit by which the course work is measured. It determines the number of hours of instructions required per week. 'Credit' refers to the weightage given to a course, usually in terms of the

number of instructional hours per week assigned to it. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully.

ii. Grade Point:

Grade Point is a numerical weight allotted to each Grade Letter on a 10-point scale.

iii. Letter Grade:

Letter Grade is an index of the performance of students in a said paper of a particular course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and Abs. Student obtaining Grade F / Grade Abs shall be considered failed/ absent and, will be required to appear in the subsequent ESE. The UGC recommends a 10-point grading system with the following (Table: 1) Letter Grades:

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades ‘O’ to ‘P’ shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

Letter Grade	Grade Points	Description
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C	5	Average
P	4	Pass
F	0	Fail
Abs	0	Absent
UFM	0	Unfair Means

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

The SGPA of a student in a Semester shall be the weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered in that Semester, irrespective of whether he/she could or could not complete the Courses. More specifically, the calculation of SGPA shall take into account the Courses graded with Letter Grades 'O' to 'F' as given in Table 1.

$$\text{SGPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} \quad (1.1)$$

The SGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.1) up to two decimal places, where n is the total number of Credit Courses registered by the student in that Semester, G_i is the Grade Point secured in the i^{th} registered Course and C_i is the Credit (weight) of that Course.

b. CGPA (Cumulative Grade Point Average)

- (i) The CGPA of a student in a Semester of a Programme shall be the accumulated weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered and successfully completed so far starting from the enrollment in the Programme. In other words, taking into account all the Courses graded with 'O' to 'P' as given in Table 1.1, generally the CGPA of a student shall be calculated starting from the first Semester of his/her enrolled Programme, while the CGPA of a lateral-entry student shall be calculated starting from the Semester of his/her enrollment.
- (ii) The CGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.2) up to two decimal places, where N is the total number of Credit Courses registered and successfully completed so far by the student, G_i is the Grade Point secured in the i^{th} completed Course and C_i is the Credit (weight) of that Course.

$$\text{CGPA} = \frac{\sum_{i=1}^N C_i G_i}{\sum_{i=1}^N C_i} \quad (1.2)$$

- (iii) The CGPA shall be convertible into equivalent percentage of marks using Equation
Conversion of CGPA to percentage marks: = CGPA*10

D. Post-Examination

i. Transcript or Grade Card or Certificate:

A marking certificate shall be issued to all the registered students after every Semester. The Semester mark sheet will display the course details (code, title, number of credits, grade secured) along with total credit earned in that Semester.

ii. Grievance Readdress Mechanism:

Students with any dissatisfaction or grievance regarding the marks awarded in any of the Papers / Courses may appeal to the Controller of Examinations for remedial action such as Re-evaluation within 10 days of the declaration of result.

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.
- (ii) Application for re-evaluation / re-scrutiny of answer scripts shall be made in the definite proforma available with the Examination Office through the head of the respective departments within 10 days of declaration of the results of the respective examinations.
- (iii) The Controller of Examination may appoint an examiner for re-evaluation and will consider and recognize the evaluation done by a University appointed examiner.
- (iv) There shall be no provision for re-evaluation of the Practical Papers, Project Work, and Dissertation etc. However, the students fail in practical examination or viva voce and wish to appear again may apply to be evaluated can do so with the next schedule.
- (v) After screening the application for re-evaluation, the CoE may send the answer scripts of the student to the examiners appointed by the CoE with the approval of Vice Chancellor.
- (vi) The marks/grades achieved by the students after the re-evaluation shall be final and binding.

- (vii) Fresh Marks – sheets / Grade Card shall be issued only if the candidate secures pass marks / passing grade in the re-evaluated paper.
- (viii) Revaluation of answer scripts shall be deemed to be an additional facility provided to the students with a view to improving upon their results at the preceding examination result for any reason whatsoever shall not confer any right upon them for admission to next higher class which matters always be regulated in accordance with the relevant rules or regulations framed by the University.
- (ix) If as a result of revaluation of the candidate attracts the provision of condonation of deficiency, the same may be applied to his/her only for fresh attempt.

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

In all the courses the teacher has to select topics for teacher-method which should not be less than 20 percent. The approach will be direct classroom teaching through a series of lectures delivering concepts using ITC facilities, white or blackboard. Notes may also be circulated to the students; however, the students are to be involved in the preparation of the notes. The teacher will be responsible for selecting the best note for circulation. The teacher-centric methodology has recently fallen out of favour because this strategy for teaching is seen to favour passive students.

1. Student- centric / Constructivist Approach:

The topics of the courses may be selected at the start of the class and assigned one topic to each of the students for studying by themselves, prepare presentations, notes, etc., and present at respective class time after consultation and discussion with the course teachers. The teacher facilitates the learning of the students by guiding and providing input and explaining concepts. 60 percent of the course contents may be selected for this purpose. To avoid behaviour problems, teachers must lay a lot of groundwork in student-centric classrooms. Typically, it involves instilling a sense of responsibility in students. In addition, students must learn internal motivation.

a. Project-Based Learning: The teacher may select 5 percent of topics for the purpose and may conduct visits to the laboratory for experiments or field surveys. The selection of the topic may be done considering the available facility for the purpose. However, in the final semester of each of the programme the student has to undergo project-based learning at least 4 months duration. This approach will help the student to think critically, evaluate, analyze, make decisions, collaborate, and more.

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the best possible answer and discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

c. Flipped Classroom: About 10 percent of the course content has to be completed by this method. In this approach the students are asked to watch video or lecture prepared by the teacher

or any video available (relevant to the course). A set of questions may be given to the students for searching answers by the students. The idea is that students should have more time in-classroom focusing on achieving these higher levels of thinking and learning. The Flipped classroom is also an acronym. The letters FLIP represent the four pillars included in this type of learning: Flexible environment, Learning culture shift, Intentional content, and Professional educator. As you can see, the second pillar refers to a culture shift from the traditional approach where students are more passive to an approach where students are active participants. As a result, this approach is also a student-centric teaching method.

d. Cooperative Learning: The remaining five percent has to be completed by cooperative learning approach. In this approach, the students are allotted problems. During library hours the students along with the teacher visit the library and search for probable solutions for the assigned problem. The same has to be done in groups so that the students discuss among themselves for the appropriate answers. Essentially, cooperative learning believes that social interactions can improve learning. In addition, the approach recreates real-world work situations in which collaboration and cooperation are required.

The percentage categorization for the completion of a theory course

Teacher-centric or Direct Classroom Teaching: Delivery by series of lectures	20%
Student-centric Approach, Students present and deliver lectures in the presence of teacher and supervised by teacher	60%
Students visit fields or perform experiments or teachers perform demonstration	05%
Flipped Classroom approach	10%
Cooperative learning approach	05%

Inquiry-based approach has to be followed in all of the classes

The teacher has to distribute the topics to be considered for teaching by the above-mentioned approaches and prepare a lesson plan for execution and maintain a file

Curriculum Framework

Breakdown of Credits (for 2022-23 Syllabus)

Sl. No	Category	Total number of Credits
1	University Core(UC)	29
2	University Elective (UE)	11
3	Program Core(PC)	37
4	Program Elective (PE)	15
5	Faculty Elective (FE)	8
Total number of credit		100

Breakdown by categories of courses

Sl no	Category	Credits	%
1	Humanities	88	88%
2	Engineering	1	1%
3	Mathematics	5	5%
4	CLPPD	6	6%
Total		100	100%

SEMESTER-WISE COURSE DISTRIBUTION

	S. N.	Course Code	Course Title	Course Category	Engagement							C	Maximum Marks for			Total
					L	T	P	S	R	O	IA*		SEE*	PE*		
Semester I	1.	22MAAP111R	Applied Cognitive Psychology	PC	2	0	2	0	0	0	3	40	60	100	200	
	2	22MAAP112R	Indian Psychology	PC	3	0	0	0	0	0	3	40	60	0	100	
	3	22MAAP113R	Psychopathology	PC	3	0	0	0	0	0	3	40	60	0	100	
	4	22MAAP114R	Community Psychology	PC	2	0	2	0	0	0	3	40	60	100	200	
	5	22MAAP115R	Clinical Supervised Internship-I	PC	0	0	0	12	0	0	3	0	0	100	100	
	6	22UMFS111R	Fundamental of Statistics	UC	2	0	2	0	0	0	3	40	60	100	200	
	7	22MAPR111R	Mini Research (Review of literature-R1)	UC	0	0	0	4	8	0	2	--	100	--	100	
	8	22MACE111R	MOOCS CE I	FE	0	0	4	0	0	0	2	0	100	0	100	
	9	22UMPD111R	Effective English	UE	0	0	4	0	0	0	2	--	--	100	100	
TOTAL					12	0	14	18	0	0	24	200	300	700	1200	
Semester II	1.	22MAAP121R	Psychotherapy	PC	3	0	0	0	0	0	3	40	60	0	100	
	2	22MAAP122R	Psychological Assessments	PC	2	0	2	0	0	0	3	40	60	100	200	
	3	22MAAP122R	Personality Psychology	PC	2	0	2	0	0	0	3	40	60	100	200	
	4	22MAAP124R	Clinical Supervised Internship-II	PC	0	0	0	12	0	0	3	0	0	100	100	
	5	22MAAP125R	Techno-Professional Skills-I	PC	0	0	4	0	0	0	2	0	0	100	100	
	6	22MAAP127R	GE- Stress Management and	UE	2	0	0	0	0	0	2	40	60	0	100	

		Well-being													
7	22UMRM121R	Research Methodology & Statistical Analysis	UC	1	0	0	4	0	0	2	40	60	0	100	
8	22MACE121R	MOOCS CE II	FE	0	0	4	0	0	0	2	0	100	0	100	
9	22MAPR121R	Mini Research (Research gap analysis-R2)	UC	0	0	0	4	16	0	3	--	100	--	100	
10	22UUHV101R	Universal Human Value (UHV + Professional Ethics)	UC	1	0	2	0	0	0	2	--	--	100	100	
11	22UMPD121R	Communication Mastery	UE	0	0	4	0	0	0	2	---	----	100	100	
12	22UUDL103R	Computational Systems and Digital World	UE	0	0	2	0	0	0	1	---	---	100	100	
TOTAL				11	0	19	22	16	0	28	240	460	700	1400	
Semester III	S. No.	Course Code	Course Title	Course Category	Engagement						Maximum Marks for				
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1.	22MAAP211R	Clinical Supervised Internship-III	PC	0	0	0	12	0	0	3	0	0	100	100
	2	22MAAP214R	Techno-Professional Skills-II	PC	0	0	4	0	0	0	2	0	0	100	100
	3	22MAAP215R	GE- Life Skills	UE	2	0	0	0	0	0	2	40	60	0	100
	4	22UMRE211R	Research Ethics	UC	1	0	0	0	0	0	1	40	60	0	100
	5	22MAPR211R	Mini Research (Survey/experiments-R3)	UC	0	0	6	4	0	0	4	0	0	100	100
	6	22MACE211R	MOOCS CE III	FE	0	0	4	0	0	0	2	0	100	0	100
	7	22MACE212R	MOOCS CE IV	FE	0	0	4	0	0	0	2	0	100	0	100
8	22UMPD211R	Corporate Proficiency	UE	0	0	4	0	0	0	2	0	0	0	100	
To Opt 1 Specialization from the following Group															
Group A: CHILD AND ADOLESCENCE COUNSELING															
	1	22MAAP201R	Counselling Psychology	PE	2	0	2	0	0	0	3	40	60	100	200
	2	22MAAP202R	Positive Psychology	PE	2	0	2	0	0	0	3	40	60	100	200
	3	22MAAP203R	Child And Adolescence	PE	2	0	2	0	0	0	3	40	60	100	200

SEMESTER – I									
Course Title	Applied Cognitive Psychology								
Course code	22MAAP111R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ I semester of first year of the Programme								
Course Objectives (Minimum 3)	1. To acquaint the students with the processes involved in sensation and perception 2. To develop insight into one's own and other's behaviour and underlying mental processes. 3. To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology								
CO1	Understand human cognition enables the application of effective problem-solving, critical thinking, and learning strategies								
CO2	Acquire knowledge of the key methods used in modern cognitive psychology research.								
CO3	Develop an insight into one's own and other's behavior and underlying mental processes								
CO4	Develop a comprehensive understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology								
CO5	Understand the connection between basic and applied research in cognitive psychology								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	NATURE AND IMPORTANCE OF COGNITIVE PSYCHOLOGY: Cognitive Psychology: Definition and domains, History and methods of cognitive psychology, Theories of cognitive development: Piaget, Vygotsky, Current paradigms of Cognitive psychology – Information processing approach, ecological approach.	6	The student will learn about the history and early theories of cognitive psychology					1,2	
II	SENSATION, ATTENTION AND PERCEPTION: Sensation- Introduction to psychophysics: Basic concepts and methods, Attention: (a) Functions of attention: Divided attention, selective attention (b) Theories of attention process (c) Signal Detection Theory and vigilance, Perception- approaches: Gestalt, Bottom-Up (feature analysis, template matching, prototypes), Top-Down and Pandemonium, Perception: Cross-cultural studies, Illusions; Depth Perception, Application: Subliminal perception, perceptual defense, and extra-sensory perception.	6	The student will learn different theories of sensation					1,2	
III	MEMORY PROCESSES: Sensory Memory, Short Term and Long-Term Memory types, coding and retrieval; working memory, forgetting: Incidental and Motivated Forgetting; Everyday memories; Au	6	It will enhance the student in the field of how human memories function					1,2	

	tobiographicalmemory;			
IV	THINKING AND PROBLEM SOLVING: Meaning and nature of thinking; types of thinking, Components of thinking: images, Reasoning, Problem Solving, Decision making, Creative thinking.	6	The student will learn different components of thinking	2,3
V	LANGUAGE PROCESSES: 1. Language acquisition, 2. Speech Perception Language and thought	6	It will enable the students in understanding how humans acquire language	2,3
Practical	1. Cognitive Style Inventory (Hindi/English) 2. Tachistoscope Cards 3. Memory for Completed and Interrupted tasks- Zeigarnik Effect test (English) 4. Retroactive inhibition lists (English) 5. Electrical Mirror Drawing Apparatus	30	The student will learn different theories of sensation	1,2,3,4

TEXTBOOKS:

T1. Solso, R.L. (2004). Cognitive Psychology (6th Ed). Delhi: Pearson Education.

REFERENCE BOOKS:

R1: Babbeley, A., Eysenck, M.W., & Anderson, M.C. (2015) Memory. New York: Psychology Press. Chance, P. (1988). Learning and Behaviour. California: Wadsworth.

R2: Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). Psychology (8th Ed.). N.Y.: Houghton

R3: Miffin Smith, E.E. & Kosslyn, S.M. (2007) Cognitive Psychology Mind and Brain. Prentice – Hall of India Private Limited.

OTHER LEARNING RESOURCES:

- <https://www.youtube.com/watch?v=O6Bt66jhrYg>
- <https://www.youtube.com/watch?v=rn0s8GVB2IA&list=PLWMGRpO3yg6V8rnHZkXjt8S64zMYUfs-K>
- https://www.youtube.com/watch?v=xGgFWH_Z1Q&list=PLWMGRpO3yg6V41atP_HBFkvZj76nlgfs

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand human cognition enables the application of effective problem-solving, critical thinking, and learning strategies	1,2,5.7

2	Acquire knowledge of the key methods used in modern cognitive psychology research.	1,2,8
3	Develop an insight into one's own and other's behaviour and underlying mental processes	1,2,3,5
4	Develop a comprehensive understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology	2,3,5,7,8
5	Understand the connection between basic and applied research in cognitive psychology	1,2,5,8

SEMESTER – I									
Course Title	INDIAN PSYCHOLOGY								
Course code	22MAAP112R	Total credits: 3 Total hours: 45T	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ I semester of first year of the Programme								
Course Objectives	1. To familiarize the students with the rich systems of Psychology in India. 2. To explore the main concepts of Psychology from an Indian perspective. 3. To explore the progressive movement - an evolution of consciousness, taking place in India over the years.								
CO1	Explain and apply the Psychological based on Indian ethos to address various psychological issues of the present time								
CO2	Explain the main concepts of psychology from an Indian perspective and its applications								
CO3	Integrate Indian traditions into modern psychology for innovative theories, insights, applications, and future research avenues.								
CO4	Understand the unique challenges faced by Indigenous populations in achieving equitable outcomes.								
CO5	Acquire progressive movement - an evolution of consciousness, taking place in India over the years								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Indian Psychology: Definition, Characteristics, Difference between Indian and Western Psychology, Overview of different schools of thought.	9	The students will be able to understand the basic concept of the origin of Indian Psychology.					1,2	
II	Emotions from an Indian Perspective: Meaning of Emotions from an Indian Perspective, The Rasa and Bhava theory of emotion.	9	The students will learn about the different concepts of Emotions from Indian and Western perspectives.					1,2	
III	Perspectives on Self, Identity, and Personality in Indian Psychology: Primacy of Self-knowledge in Indian Psychology, Self and Identity in the Indian Tradition, Trishula - The trident model of the person, Concept of Personality - Triguna, and Panchakosha.	9	The students will be able to understand the concept of personality, Identity, and primacy of self-knowledge.					1,2	
IV	Transcendence and Transformation - Spiritual Leaders of Our Times: Sri Aurobindo and his concept of knowledge, Gautam Buddha and Buddhist Psychology, Sufism - its essence, historical background, and as a means of psychotherapy, Scope and applications of Indian Psychology, Future challenges of Indian Psychology.	9	It will enable the students to understand the great contributions of great religious leaders in the formation of Indian psychology.					1,2	
V	Yoga Psychology: Definition and its applications in contemporary society.	9	The students will be able to conceptualize the importance of Yoga and its application in					1,2	

			contemporary society.	
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TEXTBOOKS:

T1. Mishra, G., (2005). Handbook of Psychology in India, Oxford University Press

T2. Cornelissen, R. M. M., Misra, G., & Varma, S. (2011). Foundations of Indian Psychology: Concepts and Theories. (Vol. 1), New Delhi: Pearson.

REFERENCEBOOKS:

R1. Dalal, A. S. (2001). An introduction to the psychological thought of Sri Aurobindo - A Greater Psychology. Pondicherry: Sri Aurobindo Ashram.

R2. Rhys Davids, C. A. F. (1914). Buddhist Psychology. London: G. Bell and Sons Ltd.

R3. Salmon, D. & Maslow, J. (2007). Yoga Psychology and the Transformation of Consciousness: Seeing through the eyes of infinity. St. Paul, MN, USA: Paragon House.

OTHER LEARNING RESOURCES:

1. https://www.youtube.com/watch?v=Abu_3JyS-aY&t=5s

2. Vinayachandra K Banavathy, Anuradha Choudry (2015). Indian psychology: Understanding the basics. International Journal of Yoga - Philosophy Psychology and Parapsychology 3(1):9. DOI: 10.4103/2347-5633.161028. https://www.researchgate.net/publication/281913129_Indian_psychology_Understanding_the_basics

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Explain and apply the Psychological based on Indian ethos to address various psychological issues of the present time	1,2,3,4,6,8
2	Explain the main concepts of psychology from an Indian perspective and its applications	1,2,3,4,8
3	Integrate Indian traditions into modern psychology for innovative theories, insights, applications, and future research avenues.	1,3,4,6,8
4	Understand the unique challenges faced by Indigenous populations in achieving equitable outcomes.	1,2,3,4,6,8
5	Acquire progressive movement - an evolution of consciousness, taking place in India over the years	1,2,3,6,8

SEMESTER – I									
Course Title	PSYCHOPATHOLOGY								
Course code	22MAAP113R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ I semester of first year of the Programme								
Course Objectives (Minimum 3)	1. To identify the historical perspective toward abnormal behavior. 2. To introduce the diagnostic manuals in the assessment of psychological disorders. 3. To identify the ethical practices and code of conduct according to the American Psychological Association Guidelines.								
CO1	Comprehend psychopathology and the mental disorder classification system, critically assessing their strengths and limitations.								
CO2	Demonstrate an awareness of the range of mental health problems.								
CO3	Understand and identify the different clinical features of mental disorder.								
CO4	Apply the knowledge and skills for identifying and making appropriate diagnosis.								
CO5	Application of knowledge and skills according to the Ethical Guidelines.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	INTRODUCTION PSYCHOPATHOLOGY: Models of psychopathology (Psychoanalytic, behavioural, cognitive, biology); Socio-biology of health and disease; Psychopathology in everyday behaviour; Ethics and legal issues; Code of conduct; principles of psychological evaluation; Case history taking with a special emphasis on mental status examination; Diagnostic criteria of DSM and ICD.	9	The students will learn about the existing models of psychopathology in everyday behavior and the diagnostic criteria of DSM and ICD.				1,2		
II	ANXIETY DISORDERS: Nature of anxiety and its difference from fear; Generalized anxiety disorder; phobias; panic disorder; obsessive-compulsive disorder.	9	It will enable the students to understand the basic concept of the nature and existence of anxiety and related disorders.				1,2		
III	MOOD-RELATED DISORDERS: Depressive Disorders - Major Depressive Disorder, Persistent Depressive Disorder, Bipolar I, and Bipolar II disorder.	9	The students will be able to understand the major depressive disorders, including Bipolar I & II.				1,2		
IV	SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS: Features that define Psychotic Disorders - Delusions, Hallucinations, Disorganized thinking (Speech); Negative Symptoms; Brief Psychotic Disorder - Diagnostic criteria and features; Schizophrenia (Schizophreniform Disorder); schizoaffective disorder.	9	It will enhance the student's knowledge in the area of psychotic disorders and their features.				1,2		
V	PERSONALITY DISORDER: Cluster A - Paranoid, Schizoid, Schizotypal; Cluster B - Antisocial, Borderline, Histrionic, Narcissistic; Cluster C - Avoidant, Dependent, Obsessive-compulsive personality type.	9	The students will be aware of the existing personality disorders and their characteristics in detail.				1,2		

TEXTBOOKS:

T1. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, (13th Edition). India, Pearson Education

T2. Adams, P. B., & Sutker, H. E. (2001). *Comprehensive Handbook of Psychopathology* (3rd edition). NY: Springer.

REFERENCEBOOKS:

R1. American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders, DSM-V*.

R2. Barlow, D. H., & Durand, V. M. (2005). *Abnormal Psychology* (4th edition). Pacific Grove: Books/Cole.

R3. Bergin, A. E., & Garfield, S. L. (1994). *Handbook of Psychotherapy and Behavior Change* (4th edition). New York: Wiley.

R4. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). *Abnormal Psychology* (13th edition). India: Pearson Education.

R5. Millon, T., Blaney, P., & Davis, R. D. (1999). *Oxford Textbook of Psychopathology*. United Kingdom: Oxford University Press.

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=AIRM2zIJCg&list=PL3t6jgZu2GQnLwhXc0P3p2b0NNKyeBaGK>
2. Mansager, E., Garrison, R. (2022). Psychopathology. In: *The Palgrave Encyclopedia of the Possible*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-98390-5_171-1. https://www.researchgate.net/publication/359017115_Psychopathology

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Comprehend psychopathology and the mental disorder classification system, critically assessing their strengths and limitations.	1,2,4,5
2	Demonstrate an awareness of the range of mental health problems.	1,2,3,4,5
3	Understand and identify the different clinical features of mental disorder.	1,2,3,5
4	Apply the knowledge and skills for identifying and making appropriate diagnosis.	1,2,3,4,5
5	Application of knowledge and skills according to the Ethical Guidelines.	1,2,3,5

SEMESTER – I									
Course Title	COMMUNITY PSYCHOLOGY								
Course code	22MAAP114R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ I semester of first year of the Programme								
Course Objectives (Minimum 3)	1. To explore the link between individuals and communities. 2. To deal with social issues more effectively with people's participation. 3. To introduce a community-based orientation towards mental health.								
CO1	Understand the central concept of community psychology and identify the different issues related to community.								
CO2	Understand the relationship between individuals and community								
CO3	Knowledge about and understanding of how to structure and document effective solutions to socio-political problems such as delinquency, homelessness, health promotion, accident prevention, unemployment.								
CO4	Critically analyze social issues by developing community-based interventions on mental health.								
CO5	Demonstrate an understanding and commitment to the core values of community psychology								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	INTRODUCTION TO COMMUNITY PSYCHOLOGY: Definition of community psychology, Types of communities, Perspectives of community psychology, Forces behind the emergence of community psychology.	6	Students will learn the basic concept of what community psychology is all about and the types of communities.				1,2		
II	MAJOR CONCEPTS IN COMMUNITY PSYCHOLOGY: Prevention: Primary, secondary, and tertiary prevention measures, Crisis Intervention: Concept of crisis, features, principles, and applications of crisis intervention, Consultation: Process of consultation, use of non-professionals in providing community mental health care.	6	It will enhance the students' understanding of crisis intervention and the major concepts of community psychology.				1,2		
III	COMMUNITY MENTAL HEALTH: Models of Community Mental Health services: Mental, Social, Organizational, and Ecological, Community Mental Health Services to Special Groups, Community Programs for Child and Maternal Health, Physically.	6	It will enable the students to learn more about the prevailing mental health issues in the community and their challenges.				1,2		
IV	CORE VALUES: Individual and Family Wellness, Sense of community, Respect for human diversity, Empowerment and citizen participation, Collaboration and community strengths.	6	The students will equip themselves with the core value of humanity and become good citizens.				1,2		
V	INTERVENTIONS: Community development and empowerment, Community-based case studies in Indian context, Policy development at national level.	6	It will enable the students to come up with quality steps to develop and empower the community through case studies.				1,2		
Practical	1. StereoTypeInventory(English)	30	Students will gain insights into						

	2. Prejudice Scale (Hindi /English) 3. Family EnvironmentScale 4. SocialIntelligenceScale 5. Brief-CopeScale		prejudiced behaviors, relationship dynamics, personal growth, and social intelligence. Additionally, they will learn about coping mechanisms and the dimensions of cohesion, conflict, and control.	
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TEXTBOOKS:

T1.Misra,G.(2010)PsychologyinIndia.IndianCouncilofSocialScienceResearch.DorlingKindersley(India)PvtLtd.PearsonEducation

REFERENCE BOOKS:

R1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities (3rd edition). Wadsworth, Cengage Learning: Belmont, CA, USA.

R2. McKenzie, J. F., Pinger, R. R., & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=QYmS0KYYosI>
2. Stokols, D. (2018). Social ecology in the digital age: Solving complex problems in a globalized world. Academic Press. <https://www.elsevier.com/books/social-ecology-in-the-digital-age/stokols/978-0-12-803113-1>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the central concept of community psychology and identify the different issues related to community.	1,4,7
2	Understand the relationship between individuals and community	1,3,4,5,7
3	Knowledge about and understanding of how to structure and document effective solutions to socio-political problems such as delinquency, homelessness, health promotion, accident prevention, unemployment.	1,3,5,7
4	Critically analyze social issues by developing community-	1,3,4,5

	based interventions on mental health.	
5	Demonstrate an understanding and commitment to the core values of community psychology	1,3,4,5,7

SEMESTER – I									
Course Title	CLINICAL SUPERVISED INTERNSHIP-I								
Course code	22MAAP115R	Total credits: 3 Total hours: 180	L 0	T 0	P 0	S 0	R 12	O/F 0	C 3
Pre-requisite	Nil	Co-requisite	Nil						
Program me	Masters of Arts in Applied Psychology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. To know about the organization, vision and Missions 2. To know about the Community/ area where the Organization is working. 3. Initiatives taken by the Organization for the betterment of the community. 4. Understanding the problems in the community 								
CO1	Develop professional skills in working as a psychologist in a community setting.								
CO2	Understand cross-cultural values and importance of cultural competency.								
CO3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.								
CO4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.								
CO5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.								

REFERENCE BOOKS:

R1: World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.

R2: Harris, O. J., & Hartman, S. J. (2001). *Organizational behavior*. Psychology Press.

R3: Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (2013). *Measures of personality and social psychological attitudes: Measures of social psychological attitudes* (Vol. 1). Academic Press.

OTHER LEARNING RESOURCES:

The students will be going to Organizations/NGO/Rehabilitation centres for one day in a week besides their regular theory classes. Every week they will submit their internship reports and meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop professional skills in working as a psychologist in a community setting.	1,3,4,6,
2	Understand cross-cultural values and importance of cultural competency.	1,3,6,7,8
3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.	1,2,3,4
4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.	4,5,6,8
5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.	1,2,3,5,8

SEMESTER – I									
Course Title	FUNDAMENTAL OF STATISTICS								
Course code	22UMFS111R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	3	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.Help to understand the role of statistics in data analysis, decision-making, and scientific research 2.Introduce students to descriptive statistics, including measures of central tendency (mean, median, mode) and measures of dispersion (range, variance, standard deviation). 3.Teach students how to summarize and present data effectively using tables, charts, and graphs								
CO1	Improve understanding of Descriptive Statistics and Demography.								
CO2	Develop knowledge to understand the Probability theory, Distribution, and sampling methods.								
CO3	Develop knowledge to understand the methods for hypothesis testing and Biological data analysis.								
CO4	Develop knowledge to understand the principles of various statistical analyses of data.								
CO5	Develop knowledge on R language for data analysis								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Statistical Methods: Definition and scope of Statistics, concepts of statistical population and sample. Data: quantitative and qualitative, attributes, variables, scales of measurement nominal, ordinal, interval and ratio.	5	Foundational Understanding of Statistical Concepts				1,2		

II	Presentation: tabular and graphical, including histogram and ogives. Measures of Central Tendency: mathematical and positional. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, skewness and kurtosis.	5	Proficiency in Data Presentation and Analysis	1,2
III	Bivariate data: Definition, scatter diagram, simple, partial and multiple correlation (3 variables only), rank correlation. Simple linear regression, fitting of polynomials and exponential curves.	5	Knowledge on Analyzing Bivariate Data and Relationships	1,2
IV	Random experiment: trial, sample point and sample space, event, Operations of Events, concepts of mutually exclusive and exhaustive events. Definition of probability: classical and relative frequency approach. Discrete probability space, Properties of probability, Independence of events, Conditional probability, total and compound probability rules, Normal probability Distribution, Binomial probability Distribution, Poisson Probability Distribution, Bayes' theorem and its applications.	8	Understanding of Probability and Distributions	1,2
V	Testing of hypothesis, parametric test: t-test, z-test, chi-square test. Non-Parametric test: One sample Kolmogorov test, wilcoxon Signed test, Mann-Whitney Test, Kruskal walis test.	7	Application of Hypothesis Testing and Statistical Tests	1,2
Practical	1.Introduction to R - A programming language and environment for data analysis and graphics. Syntax of R expressions: Vectors and assignment, vector arithmetic, generating regular sequence, logical vector, character vectors, Index vectors; selecting and modifying subsets of dataset 2.Data objects: Basic data objects, matrices, partition of matrices, arrays, lists, creating and using these objects; Functions- Elementary functions and summary functions, applying functions to subsets of data. Data frames: The benefits of data frames, creating data frames, combining data frames, Adding new classes of variables to data frames; Data frame attributes. 3.Importing data files: import. data function, read. table function; Exporting data: export. data function, cat, write, and write. table functions, function, formatting output -	30	A brief knowledge on using R for data analysis and visualization	1,2, 3,4

	<p>options, and format functions; Exporting graphs -export. graph function. Graphics in R: creating graphs using plot function, box plot, histogram, line plot, steam and leaf plot, pie chart, bar chart, multiple plot layout, plot titles, formatting plot axes; Visualizing the multivariate data: Scatter plot, Q-Q plot, P-Pplot.</p> <p>4.Performing data analysis tasks: Reading data with scan function, exploring data using graphical tools, computing descriptive statistics, one sample tests, two sample tests, Goodness of fit tests.</p> <p>5.Parametric test and Non-Parametric test</p>			
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Text Books:

T1: Methods in Biostatistics by K S Negi , ISBN:9789374735053,4th Edition, Year:2023, AITBS Publishers, INDIA

T2: Dowdy, S., Wearden, S., & Chilko, D. (2011). *Statistics for research*. John Wiley & Sons.

Reference Books:

R1; "Introduction to the Practice of Statistics" by David S. Moore, George P. McCabe, and Bruce A. Craig

R2: "Statistics" by David Freedman, Robert Pisani, and Roger Purves

OTHER LEARNING RESOURCES:

1: https://www.youtube.com/watch?v=DWv-4rVY_L8

2: <https://umsystem.pressbooks.pub/isps/front-matter/introduction/>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Improve understanding of Descriptive Statistics and Demography.	1,5,8
2	Develop knowledge to understand the Probability theory, Distribution, and sampling methods.	1,5,8
3	Develop knowledge to understand the methods for hypothesis testing and Biological data analysis.	1,2,5
4	Develop knowledge to understand the principles of various statistical analyses of data.	1,5,8
5	Develop knowledge on R language for data analysis	1,5,8

SEMESTER – I									
Course Title	MINI-RESEARCH (REVIEW OF LITERATURE R1)								
Course code	22MAPR111R	Total credits: 2 Total hours: 180	L 0	T 0	P 0	S 4	R 8	O/F 0	C 2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To learn to review and assess scientific literature critically. 2.To write and present an overview of the relevant literature for a specific research topic.								
CO1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.								
CO2	Understanding on how to critically read and assess research papers and reviews.								
CO3	Develop understanding about the importance of ethical consideration in research writing.								
CO4	Identify the major key concepts and variables from the chosen research topic.								
CO5	Apply the knowledge in writing research papers in proper APA format and styles.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Literature Review/Scholarly Writing: Need for Literature Review, Theoretical and Conceptual framework, Sources of Review of Literature, Chronological reporting of review of literature both Indian & foreign, Gap in Research on topic of the study. Web Search and using Advanced Search Techniques for research through internet.	36	The student will be able to construct foundational knowledge and techniques of scholarly writing chronologically					1,2	
II	Referencing style: Referencing and various formats for reference writing of books and research papers. APA Reference Style Guide, Electronic references 7 th Edition (2020), APA DoI 2020. Reference style in engineering and other fields.	36	The students will be capable of referencing various sources in the format of APA writing style of 7 th edition, 2020					1,2	
III	Ethical considerations in research: Ethical considerations for conducting research and publication in psychosocial, behavioural & natural sciences. Acquaintance with ethics research committee.	36	The students will learn about the importance of ethical consideration in research writing					1,2	
IV	Practical training in Literature review: Selecting one of the major key concepts and variables from the topic of the research and	36	The students will be able to select one of the major key concepts and variables from the chosen					1,2	

	writingreview literature with different sources and its assessment by the supervisor. Resubmission of practicalreview following supervisor’s feedback.		research topic.	
V	Practical training of research paper writing: Familiarity with Professional Journals – National & International. Selection of topic for writing research paper, practical procedure for writing research paper based on modules of paper I & paper II.	36	The students will get practical exposure in writing research papers in proper APA format and styles.	1,2

TEXT BOOKS:

T1. Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.

REFERENCE BOOKS:

R1. Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.

R2. Cooper, H. (1998). Cooper, Harris, *Synthesizing Research: A Guide for Literature Reviews*, Thousand Oaks, CA: Sage, 1998.

R3. Hart, C. (2018). *Doing a literature review: Releasing the research imagination*.

R4. Winckel, A., & Hart, B. (1995). *Report writing style guide for engineering students*. University of South Australia, Faculty of Engineering.

OTHER LEARNING RESOURCES:

1: <https://www.youtube.com/watch?v= 8cU92nb6pk>

2: <https://www.simplypsychology.org/research-methods.html>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.	1,3,5
2	Understanding on how to critically read and assess research papers and reviews.	1,2,3,5
3	Develop understanding about the importance of ethical consideration in research writing.	1,4,5

4	Identify the major key concepts and variables from the chosen research topic.	1,2,5
5	Apply the knowledge in writing research papers in proper APA format and styles.	1,4,5

SEMESTER – I									
Course Title	MOOCS CE I								
Course code	22MACE111R	Total credits: 3 Total hours: 180	L	T	P	S	R	O/F	C
			3	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,4,5,8
2	Develop skills to analyze information critically and propose effective solutions.	1,2,4,8
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8
4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,2,4,7,8
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	4,6,7,8

SEMESTER – I									
Course Title	EFFECTIVE ENGLISH (Communicative English & Soft Skills)								
Course code	22UMPD111R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives	1.To introduce the types of sentences and their significance. 2.To strengthen the students' vocabulary to enhance their speaking and writing skills. 3.To familiarize the students with the importance of dress codes in various organizations. 4.To introduce the 3P's (Planning, prioritizing & performing) of Time Management. 5.To give insight into English pronunciation and into central concepts in phonetics.								
CO1	This course will enable students to analysis and identify the different types of sentences.								
CO2	Learners will be able to integrate the skills of reading and speaking in professional communication.								
CO3	Dress code Etiquette sessions will boost their confidence and morals.								
CO4	Students will learn about the effective and efficient utilization of time.								
CO5	Introduction to Phonetics and its importance will improve the learners 'pronunciation								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Grammar: Interchange of Interrogative and Assertive Sentences, Exclamatory and Assertive Sentences, Types of Tenses, Common Errors, Synonyms, Antonyms, Homonyms	6	Students will demonstrate a fundamental understanding of grammar rules.				1,2,3		
II	Reading Skills: Techniques of Effective Reading, gathering ideas and information from a text The SQ3R Technique Interpret the text	6	Students will construct grammatically correct and varied sentence types.				1,2,3,4		
III	Listening Skills: What is listening? The Process of Listening, Factors that adversely affect Listening, Difference between Listening and Hearing, Purpose and Importance of Effective Listening, How to Improve Listening Process,	5	Students will confidently introduce themselves and engage in basic conversations with correct pronunciation.				1,2,3		
IV	Conflict Management: Definition, Type of Conflict Management, Effects of Conflict Management, Methods to deal with Conflicts (Negative)	7	Students will effectively communicate in both formal and informal settings.				1,2,3		
V	Time-Management Skills: Introduction To Time Management, Purpose and Importance of Time Management, Basic Tips to Maintain Time.	8	Students will deliver well-organized and visually supported presentations.				1,2		

TEXT BOOKS:

T1: Wren,P.C and Martin,H. 1995. High School English Grammar and Composition, S Chand Publishing.

T2: English Grammar in Use, Raymond Murphy 4th edition, CUP.

T3: Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.

REFERENCE BOOKS:

R1; English Vocabulary in Use (Advanced), Michael McCarthy and Felicity, CUP.

R2: Effective Communication and Soft Skills, Nitin Bhatnagar, Pearsons.

OTHER LEARNING RESOURCES:

1: <https://learnenglish.britishcouncil.org/skills/speaking>

2: <https://www.youtube.com/watch?v=HANw168huqA>

3: <https://www.youtube.com/watch?v=SFdSUHslLhU>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	This course will enable students to analysis and identify the different types of sentences.	3,7,8
2	Learners will be able to integrate the skills of reading and speaking in professional communication.	3,7,8
3	Dress code Etiquette sessions will boost their confidence and morals.	6,7,8
4	Students will learn about the effective and efficient utilization of time.	3,6,7,8
5	Introduction to Phonetics and its importance will improve the learners 'pronunciation	7,8

SEMESTER – II									
Course Title	PSYCHOTHERAPY								
Course code	22MAAP121R	Total credits: 3 Total hours: 45T	L 3	T 0	P 0	S 0	R 0	O/F 0	C 3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To comprehend basic psychotherapy skills. 2. To explore therapist's qualities for effective psychotherapy 3. To understand the detailed techniques developed on the principles of various schools of Psychology.								
CO1	Develop a foundational knowledge of psychotherapy and its ethical considerations that guide the practice of psychotherapy.								
CO2	Gain a thorough understanding of psychodynamic concepts and techniques.								
CO3	Understand the concepts and techniques of behavioral therapy.								
CO4	Synthesize the concept and techniques of cognitive therapy.								
CO5	Gain a thorough understanding of person centered and existential therapy concepts and techniques.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	INTRODUCTION TO PSYCHOTHERAPIES: Meaning & definition of psychotherapy, Objectives & features of Psychotherapy, The Therapeutic Process, Effectiveness of Psychotherapy, Ethical Issues of Psychotherapy	9	The student will learn about the features and processes of psychotherapies along with the ethical issues involved in them.					1,2	
II	PSYCHODYNAMIC THERAPIES: Psychoanalytic Psychotherapy, Adlerian Psychotherapy and Jung Psychotherapy, Basic Concepts, Therapeutic Process, Techniques and Procedure, Evaluation, and Case Discussion	9	It will enhance the student's knowledge in the field of psychodynamic therapies, techniques, and evaluation.					1,2	
III	BEHAVIOUR THERAPY: Basic Concepts, Therapeutic Process, Therapeutic Techniques and procedures, Evaluation, and Case Discussion	9	The students will be able to understand the basic concepts, therapeutic processes, techniques, and evaluation from the Behavioral perspective.					2,3	
IV	COGNITIVE THERAPY: Cognitive Behaviour Therapy: Albert Ellis Rational Emotive Behavioural (REBT) Therapy, Cognitive Therapy: Aaron Beck's Cognitive Therapy	9	The students will have advanced knowledge of CBT, Albert Ellis' REBT, and Aaron Beck's Cognitive Therapy.					2,3	
V	PERSON-CENTERED AND EXISTENTIAL THERAPY: Person Centered Psychotherapy; Key Concepts of Rogerian Theory, Therapeutic Process, Therapeutic Techniques and		The students will acquire an advanced understanding of the existing person-centered therapeutic techniques and					2,3	

Procedures, Evaluation, Case Discussion, and Existential Psychotherapy; Key Concepts of Logo-therapy, Therapeutic Process, Therapeutic Techniques and Procedures, Evaluation, Case Discussion	9	procedures in psychology.	
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TEXT BOOKS:

T1.Brems, C (2001) Basic skills in Psychotherapy & Counselling

T2.Jena, S. P. K. (2008). Behaviour Therapy: Techniques, Research and Applications. New Delhi: Sage.

T3.Josefowitz, N., &Myran, D. (2021). CBT Made Simple: A Clinician's Guide to Practicing Cognitive Behavioral Therapy. New Harbinger Publications

T4.Kazdin, A. E. (2001). Behaviour Modification in Applied settings, 6th Ed. Wadsworth

T5.Palmer,S (1999)- Introduction to Counselling & Psychotherapy •

T6.Sharf R.S (2000) - Theories of Psychotherapy & Counselling Concepts & Cases

REFERENCE BOOKS:

R1.Kazdin, A. E. (2001). Behaviour Modification in Applied settings, 6th Ed. Wadsworth

R2.Palmer,S (1999)- Introduction to Counselling & Psychotherapy

OTHER LEARNING RESOURCES:

1: <https://www.youtube.com/watch?v=g-i6QMvIAA0>

2: https://www.youtube.com/watch?v=-lOpXJlh2_w

3: <https://www.verywellmind.com/psychotherapy-4157172>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Outcome Program
1	Develop a foundational knowledge of psychotherapy and its ethical considerations that guide the practice of psychotherapy.	1,4,5
2	Gain a thorough understanding of psychodynamic concepts and techniques.	1,3,4,6,7
3	Understand the concepts and techniques of behavioral therapy.	1,2,3,5
4	Synthesize the concept and techniques of cognitive	1,2,3,5

	therapy.	
5	Gain a thorough understanding of person centered and existential therapy concepts and techniques.	1,2,3,5,7,8

SEMESTER – II											
Course Title		PSYCHOLOGICAL ASSESSMENTS									
Course code		22MAAP122R	Total credits: 3		L	T	P	S	R	O/F	C
			Total hours: 30T+30P		2	0	2	0	0	0	3
Pre-requisite		Nil	Co-requisite		Nil						
Programme		Masters of Arts in Applied Psychology									
Semester		Winter/ II semester of first year of the programme									
Course Objectives (Minimum 3)		<p>1. To familiarize the students with the history and assessment techniques of various psychological attributes.</p> <p>2. To understand the applications of various psychological tests and assessments with a wider range of population.</p> <p>3. Learn about different types of tests and assessment methods, including standardized and non-standardized tests, norm-referenced and criterion-referenced assessments, performance assessments, behavioral observations, and computer-based methods.</p>									
CO1		Develop a foundational knowledge of the principles and applications of psychological testing in diverse contexts.									
CO2		Demonstrate a comprehensive understanding of the principles involved in the measuring and standardizing psychological tests.									
CO3		Gain expertise in the assessment of intellectual functioning, personality and behavioral assessment, and psychometric evaluation.									
CO4		Develop a comprehensive understanding of rating scales and various projective techniques in the context of psychological testing.									
CO5		Demonstrate competence in the practical application of psychological assessments in real-world scenarios.									
Unit-No.	Content	Contact Hour	Learning Outcome						KL		
I	INTRODUCTION TO PSYCHOLOGICAL TESTS: Meaning of Psychological Tests, Characteristics of Psychological Tests, Brief History of Psychological Tests; Difference between psychological testing and assessment; types of psychological tests.	6	The students will be able to differentiate between psychological testing and assessment along with their types.						1,2		
II	TESTS, MEASUREMENT, AND STANDARDIZATION: Steps in test construction, Item Analysis, Item Difficulty, Reliability: Meaning, Types, Method for Assessing reliability, Validity: Meaning and types, Norms: Meanings and types.	6	It will enable the students to understand the psychological assessment methods and standardization.						1,2		
III	TYPES OF PSYCHOLOGICAL ASSESSMENT: Psychometric and Projective, Clinical Interview, Assessment of Intellectual Functioning (IQ), Personality Assessment.	6	It will enhance the student's knowledge in identifying the different types of existing						2,3		

			psychological assessments.	
IV	RATING SCALES AND PROJECTIVE TECHNIQUES: Rating Scales: Numerical, Graphic, Percentage, Standard and Q-sort. Projective techniques: Classification and types.	6	The student will be able to utilize rating scales and projective techniques in any of their research endeavours.	3,4
V	APPLICATIONS OF PSYCHOLOGICAL TESTS (PRACTICALS): Intelligence Tests: Culture Fair Intelligence Test, Koh's Block Design, Alexander PassAlong Test. Personality Tests: 16 Personality Factors, Kundu's Introvert-Extrovert Inventory, Free Association Test, Sentence Completion Test. Scales: Beck Depression Inventory, Beck Adjustment Inventory.	6	The students will be well-equipped with most of the existing psychological practical instruments and test tools.	4,5
Practical	<ol style="list-style-type: none"> 1. Sentence Completion Test 2. Problem Behaviour Checklist 3. Emotional Intelligence Scale 4. Reasoning Ability Test 5. Eysenck's Personality Inventory(EPI) 	30	Students will develop the skills to conduct personality assessments, understand intellectual development in children, and measure emotional intelligence using various tools. They will also learn to identify problematic behaviors, recognize the role of individual experiences and emotions in reasoning, and measure key dimensions of personality.	2,3, 4,5

TEXTBOOKS:

T1. Singh, A.K.(2006).Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Bharati Bhavan

REFERENCE BOOKS:

R1. Anastasi, A. & Urbina, S. (1997). Psychological Testing. New Delhi: Pearson Education.

R2. Gregory, R. J. (2005). Psychological Testing: History, Principles, and Applications. New Delhi: Pearson Education.

R3. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, fifth ed. American Psychiatric Association.

OTHER LEARNING RESOURCES:

1: https://www.youtube.com/watch?v=0MeuE9zK5_0

2: Alana R. Gallagher., Matthew M Yalch (2022). Psychological testing. In book: Reference Module in Neuroscience and Biobehavioral Psychology. DOI: 10.1016/B978-0-323-91497-0.000606.https://www.researchgate.net/publication/360155002_Psychological_testing

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge of the principles and applications of psychological testing in diverse contexts.	1,2,3,5,8
2	Demonstrate a comprehensive understanding of the principles involved in the measuring and standardizing psychological tests.	1,2,4,5,8
3	Gain expertise in the assessment of intellectual functioning, personality and behavioral assessment, and psychometric evaluation.	1,2,3,5,8
4	Develop a comprehensive understanding of rating scales and various projective techniques in the context of psychological testing.	1,2,4,5,8
5	Demonstrate competence in the practical application of psychological assessments in real-world scenarios.	1,2,3,4,5,8

SEMESTER – II									
Course Title	PERSONALITY PSYCHOLOGY								
Course code	22MAAP123R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30T+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To familiarize students with the important theories of personality. 2. To enable students to understand the different personality assessment techniques. 3. To develop research orientation in the field of personality.								
CO1	Develop a foundational knowledge in the field of personality psychology.								
CO2	Gain an in-depth knowledge of psychodynamic personality theories.								
CO3	Understand the relevance of learning theories of personality.								
CO4	Acquire knowledge of humanistic and existential theories of personality.								
CO5	Develop a comprehensive knowledge in personality research and assessment.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Personality: Meaning of Personality; Determinants of Personality; Nature-Nurture Controversy; Type and Trait Theory of Personality	6	Students will understand the concept of personality.					1,2	
II	Psychodynamic Theories: Sigmund Freud; Alfred Adler, Carl Jung's Analytical Psychology, Erikson's Psychosocial Theory, Karen Horney	6	Students will understand the concept of psychodynamic theories of personality.					2,3	

III	Learning Theories of Personality: Albert Bandura and Skinner; Kelly's Cognitive Theory of Personality	6	Students will understand the concept of learning theories of personality.	3,4
IV	Humanistic and Existential Theory of Personality: Abraham Maslow, Carl Rogers; Victor Frankl	6	Students will understand the importance of humanistic and existential theories of personality.	4,5
V	Research and Assessment in Personality: Current Status and Future Directions in Personality Psychology, Cross-Cultural Issues; Structured (Self-Report Inventories) and Unstructured (Projective Techniques).	6	Students will understand the research and assessment in personality.	5,6
Practical	<ol style="list-style-type: none"> 1. Eysenck's Personality Inventory (EPI) (English): 2. 16P.F. Questionnaire by Cattell and IPAT Staff – Indian Print (English): 3. NEO-FFI 4. BIG – FIVE INVENTORIES 5. Interview 	30	Students will understand the dimensions of personality and how to apply various personality tests, including NEO-FFI and the Big Five Inventory, in clinical and organizational settings. They will also learn the methods of conducting personality assessments, including asking questions in both structured and unstructured formats.	

TEXTBOOKS:

T1. Carducci, B. J. (2009). *The Psychology of Personality: Viewpoints, Research & Application*. Hong Kong: Wiley-Blackwell.

T2. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi, India: Pearson Education.

T3. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2011). *Foundations of Indian Psychology—Theories and Concepts* (Vol. 1). New Delhi, India: Pearson.

T4. Feist, J., Feist, G. J., & Herman, T. A. R. W. (2018). *Theories of Personality*. Tata McGraw Hill.

REFERENCEBOOKS:

R1. Hall, Calvin S., Lindzey, Gardner, & Campbell, John (2007). *Theories of Personality*. Wiley.

R2. Kuppaswamy, B. (2001). *Elements of Ancient Indian Psychology*. New Delhi, India: Konark Publishers Pvt. Ltd.

R3. Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on Indigenous Psychology*. New Delhi, India: Concept Publishing Company.

R4. Morf, C. C., & Ayduk, O. (Eds.) (2005). *Current Directions in Personality Psychology*. Upper Saddle River, NJ: Pearson/Prentice Hall.

R5. Mroczek, D. K., & Little, T. D. (Eds.) (2006). *Handbook of Personality Development*. Mahwah, NJ: Lawrence Erlbaum Associates.

R6. Paranjpe, A. C. (1984). *Theoretical Psychology: The Meeting of East and West*. New York: Plenum Press.

OTHER LEARNING RESOURCES:

1. KendraCherry(2022).PersonalityPsychology.<https://www.verywellmind.com/personality-psychology-4157179>
2. <https://www.youtube.com/watch?v=sUrV6oZ3zsk&t=591s>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge in the field of personality psychology.	1,2,3,5,7,8
2	Gain an in-depth knowledge of psychodynamic personality theories.	1,2,3,5,7,8
3	Understand the relevance of learning theories of personality.	1,2,3,5,7,8
4	Acquire knowledge of humanistic and existential theories of personality.	1,2,3,5,7,8
5	Develop a comprehensive knowledge in personality research and assessment.	1,2,3,5,7,8

SEMESTER – II									
Course Title	CLINICAL SUPERVISED INTERNSHIP-II								
Course code	22MAAP124R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	0	0	0	0	12	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. To know about the organization, vision and Missions 2. To know about the Community/ area where the Organization is working. 3. Initiatives taken by the Organization for the betterment of the community. 4. Understanding the problems in the community 								
CO1	Develop professional skills in working as a psychologist in a multidisciplinary context.								
CO2	Develop practical skills in taking case history and mental status examination.								
CO3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.								
CO4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.								
CO5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.								

REFERENCE BOOKS:

R1: World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.

R2: Harris, O. J., & Hartman, S. J. (2001). *Organizational behavior*. Psychology Press.

R3: Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (2013). *Measures of personality and social psychological attitudes: Measures of social psychological attitudes* (Vol. 1). Academic Press.

OTHER LEARNING RESOURCES:

The students will be going to Organizations/NGO/Rehabilitation centres for one day in a week besides their regular theory classes. Every week they will submit their internship reports and meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop professional skills in working as a psychologist in a community setting.	1,3,4,6,
2	Understand cross-cultural values and importance of cultural competency.	1,3,6,7,8
3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.	1,2,3,4
4	Engage in continuous self-assessment, fostering	4,5,6,8

	personal and professional growth throughout the internship experience.	
5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.	1,2,3,5,8

SEMESTER – II									
Course Title	TECHNO-PROFESSIONAL SKILLS-IACADEMIC, READING AND WRITING								
Course code	22MAAP125R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. 1. Read research articles accurately, being able to abstract their essential ideas and understand their implications. 2. Write concisely and objectively using APA format, the standard of our field.								
CO1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.								
CO2	Develop the ways in recognizing and describe problems operationally to study them empirically.								
CO3	Understand the use of grammar appropriate to professional standards and conventions (e.g., APA writing style).								
CO4	Develop the ways in constructing arguments clearly and concisely using evidence- based psychological concepts and theories.								
CO5	Gain knowledge and become well equipped with APA writing style to make precise and persuasive arguments.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Organizing and Developing Your Ideas and Writing Formulating your ideas; Assessing your sources; How to conduct a literature search; How to read and summarize a Journal Article.	20	Students will develop the knowledge of formulating new ideas and to conduct a quality literature review					1,2	
II	Scholarly Writing and Elements of Style Types of Articles and Papers; Ethical, Legal and Professional standards in Publishing; Paper Elements and Format; Effective Scholarly Writing; Grammar and Usage	20	It will enable the students to explore in the area of scholarly writing and to have the basic idea of ethical and legal norms of publication.					1,2	
III	Guidelines for Academic Writing Bias-free Language guidelines; Mechanics of	20	The students will acquire advance knowledge of academic writing and reference ,citation as per the					1,2	

Style; Tables and Figures; Works Credited in the Text; Reference List and Examples		APA 7 th edition.	
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TEXT BOOKS:

T1.Beins, B. C., &Beins, A. M. (2020). Effective writing in psychology: Papers, posters, and presentations (3rd ed.).

T2.John Wiley & Sons.American Psychological Association. (2019). Publication manual of the American Psychological

T3.Association (7th ed.). Washington, DC: American Psychological Association.

REFERENCE BOOKS:

R1.Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide, New York: Taylor and Francis.

OTHER LEARNING RESOURCES:

<https://www.bing.com/videos/search?q=Academic+writing+you+tube+research&docid=603532644149918944&mid=47AEF928A9C355FD1D9747AEF928A9C355FD1D97&view=detail&FORM=VIRE>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.	1,3,5,7
2	Develop the ways in recognizing and describe problems operationally to study them empirically.	1,3,4,5,6
3	Understand the use of grammar appropriate to professional standards and conventions (e.g., APA writing style).	1,3,4,7
4	Develop the ways in constructing arguments clearly and concisely using evidence- based psychological concepts and theories.	1,3,4,5,7
5	Gain knowledge and become well equipped with APA writing style to make precise and persuasive arguments.	1,3,4,5,7

SEMESTER – II										
Course Title	GE-Stress Management and Well-being									
Course code	22MAAP127R	Total credits: 2		L	T	P	S	R	O/F	C
		Total hours: 30T		2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite		Nil						
Programme	Masters of Arts in Applied Psychology									
Semester	Winter/ II semester of first year of the programme									
Course Objectives (Minimum 3)	1. Defining key terms associated with stress and stress physiology. 2. Understanding a variety of sources of stress at various times throughout the human life course. 3. Learn to handle stress through lifestyle changes and to develop an effective plan to diminish and curtail stress.									
CO1	Understand the similarities and differences between stress in animals and humans and the implications of these differences of human stress in modern society.									
CO2	Identify and explain the body's various neurological and physiological responses to stressors and how the body's various physiological systems work together in the stress response.									
CO3	Identify the components of and explain a variety of theoretical models of stress including the general adaptation syndrome and the transactional model of stress.									
CO4	Learn about types of personality traits and characteristics and coping behaviours that can be maladaptive and make one more prone to stress.									
CO5	Explain concepts related to resilience, positive emotion, and signature strengths and discuss their role in reducing and preventing stress and enhancing psychological health.									
Unit-No.	Content			Contact Hour	Learning Outcome				KL	
I	Stress and Stress Management: Defined. Origins and Causes of Stress. Common Signs of a Stressed-out Individual. Common Signs of a Stressful Situation. Recognizing and Managing Stress. Transforming Stress into Motivational Energy.			6	The students will understand the meaning, origin, and causes of stress.				1,2	
II	The Physiology of Stress - The HPA Axis. Cortisol and Stress Hormones. Brain Science and Stress. Adrenal Fatigue. Levels of Stress.			6	The students will be unable to understand the relationship between cortisol and stress hormones.				1,2	
III	Internal Triggers of Stress: Thoughts and Emotions, Negative Thinking, Positive Thinking Mindset, Anxiety, and Worry, Anger Management. External Triggers of Stress: Family and Work Balance, Parental Strain, Lifestyle Habits and Behaviours, Work Burnouts.			6	The students will learn about the internal and external sources that trigger stress.				1,2	
IV	Stress Management Treatment Techniques. Relaxation through Breathing. The Respiratory System - Breatheology. Respiration and The Nervous System. Diaphragmatic Breathing and Counting the Breaths. Exercise and Muscular Relaxation. Nutrition and Diet for Stress Management. The Mind/Body			6	They will be able to manage and treat stress-related issues by applying existing psychological techniques.				2,3	

	Connection.	6		
V	Physical Symptoms of Stress. Psychosomatic Stress Illness. Mental Symptoms of Stress. Psychology: The Study of the Mind. Rules for Stress Reduction. Immediate First Aid. Need for Medical Professionals.	6	The students will be well-equipped with the knowledge of physical and psychological stress symptoms and the regulation of the mind.	3,4

TEXTBOOKS:

T1. P. Sumathi, A. Ashokkumar & R. Rohini (2021). *Stress Management*. Tamil Nadu: Shanlax Publications.

T2. Kottler, Jeffrey A. (2011). *Stress Management and Prevention*. New York: Routledge, Taylor & Francis Group.

REFERENCE BOOKS:

R1. Myers, D. (1999). Closer relationships and quality of life. In D. Kahneman & E. Diener (Eds.), *Well-being: The foundations of hedonic psychology* (pp. 374–391). New York, NY: Russell Sage Foundation.

R2. Seligman, M. E. P. (2002). *Authentic happiness*. New York, NY: Free Press.

R3. Keyes & J. Haidt (Eds.), *Flourishing: Positive psychology and the life well-lived* (pp. xi–xx). Washington, DC: American Psychological Association.

OTHERLEARNINGRESOURCES:

[https://www.routledge.com/rsc/downloads/Mental_Health_Awareness_Week_FreeBook_\(1\).pdf](https://www.routledge.com/rsc/downloads/Mental_Health_Awareness_Week_FreeBook_(1).pdf)

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the similarities and differences between stress in animals and humans and the implications of these differences of human stress in modern society.	1,2,3
2	Identify and explain the body's various neurological and physiological responses to stressors and how the body's various physiological systems work together in the	1,2,3,4

	stress response.	
3	Identify the components of and explain a variety of theoretical models of stress including the general adaptation syndrome and the transactional model of stress.	1,2,3
4	Learn about types of personality traits and characteristics and coping behaviors that can be maladaptive and make one more prone to stress.	1,2,4
5	Explain concepts related to resilience, positive emotion, and signature strengths and discuss their role in reducing and preventing stress and enhancing psychological health.	1,2,3

SEMESTER – II									
Course Title	RESEARCH METHODOLOGY AND STATISTICAL ANALYSIS								
Course code	22UMRM121R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<ol style="list-style-type: none"> 1. The course aims to enhance the students' a broad understanding of research methodology, including theory of science and qualitative and quantitative methods in research. 2. The course seeks to enhance the students' skills for developing critical thinking through research literature review in different domain. Consequently, 3. To develop Students competency in planning, conducting, evaluating and presenting a research project. 								
CO1	Develop basic knowledge of research methods								
CO2	Gain the knowledge of research Methodology.								
CO3	Acquire the knowledge of basic Report/dissertation Procedure.								
CO4	Acquire the knowledge of basic Data Analysis Procedure for day-to-day use.								
CO5	Synthesize the theoretical research knowledge								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Research Methodology- An Introduction- meaning and objectives of the research, motivation in research, types, and significance of the research, criteria of good research. Defining the Research Problems- definition of the research problem, the necessity of defining the research problem	6	Knowledge on fundamental concepts of research methodology, including the meaning and objectives of research					1,2	
II	Research Design- meaning and need of research design, features of a good design, different research designs, Sampling Design- steps in sampling design, Sample	6	Able to understand and apply the fundamental principles of research design, including the meaning and necessity of research					1,2	

	Size determination, criteria for selecting a sampling design, different types of sampling design, Experimental Design, Principles of Design of Experiment, One – way ANOVA, Two- Way ANOVA, CRD, RBD, LSD, 22, 23 Factorial Design		design	
III	Types of data, sources of data collection, tools of data collection, Nominal, ordinal, interval and ratio – Attitude scale construction and measurement, rating scales, semantic differential (SD), Use of scale in statistical analysis, Schedules for interviews preparation and standardization, development of survey instruments, and item analysis for the questionnaire	6	A good knowledge on different types of data and identify various sources and tools for data collection	1,2
IV	Planning and organizing research report, Format of the research report, Different steps of writing report, layout of the research report, How to organize thesis/Dissertation, mechanics of writing a research report, standard methods of quoting- presenting the result, written and oral reports, Uses of the abstract, format of the research report, presentation of statistics - tabular and graphic references, and uses of references, Bibliography, and presentation of bibliography	6	Able to organize and write a comprehensive research report	1, 2
V	Intellectual property right (IPR), Introduction and the need for IPR, IPR in India and worldwide, Patents, Trademarks, Copyright & Related Rights, Industrial Design, Traditional Knowledge and Geographical Indications, Patentable and non-patentable, patenting life, Filing of a patent application, The different layers of the international patent system, Case studies on Basmati	6	Knowledge on importance of Intellectual Property Rights (IPR) both in India and globally	1,2

	rice, Turmeric, and Neem patents			
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TEXT BOOKS:

T1: Methods in Biostatistics by K S Negi, ISBN:9789374735053,4th Edition, Year:2023, AITBS Publishers, INDIA

REFERENCE BOOKS:

R1. Johnson & Christensen. (2004). Educational Research: Quantitative, qualitative and mixed approaches, 2nd Ed. Boston: Allyn & Bacon.

OTHER LEARNING RESOURCES:

1: https://www.youtube.com/watch?v=DWv-4rVY_L8

2: <https://umsystem.pressbooks.pub/isps/front-matter/introduction/>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop basic knowledge of Research methods	1,3,5,6,8
2	Gain the knowledge of Research Methodology.	1,3,5,6,8
3	Acquire the knowledge of basic Report/dissertation Procedure.	1,3,5,6,8
4	Acquire the knowledge of basic Data Analysis Procedure for day-to-day use.	1,3,5,6,8
5	Synthesize the theoretical research knowledge	1,3,5,6,8

SEMESTER – II									
Course Title	MOOCS CE II								
Course code	22MACE121R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,4,5,8
2	Develop skills to analyze information critically and propose effective solutions.	1,2,4,8
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8
4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,2,4,7,8
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	4,6,7,8

SEMESTER – II									
Course Title MINI RESEARCH(RESEARCH GAP ANALYSIS-R2)									
Course code	22MAPR111R	Total credits: 3 Total hours: 180	L	T	P	S	R	O/F	C
			0	0	0	4	16	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To learn to review and assess scientific literature critically. 2. To write and present an overview of the relevant literature for a specific research topic.								
CO1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.								
CO2	Understanding on how to critically read and assess research papers and reviews.								
CO3	Develop understanding about the importance of ethical consideration in research writing.								
CO4	Identify the major key concepts and variables from the chosen research topic.								
CO5	Apply the knowledge in writing research papers in proper APA format and styles.								
Unit-No.	Content		Contact Hour	Learning Outcome					KL
I	Introduction to Literature Review/Scholarly Writing: Need for Literature Review, Theoretical and Conceptual framework, Sources of Review of Literature, Chronological reporting of review of literature both Indian & foreign, Gap in Research on topic of the study. Web Search and using Advanced Search Techniques for research through internet.		15	The student will be able to construct foundational knowledge and techniques of scholarly writing chronologically					1,2
II	Referencing style: Referencing and various formats for reference writing of books and research papers. APA Reference Style Guide, Electronic references 7 th Edition (2020), APA DoI 2020. Reference style in engineering and other fields.		15	The students will be capable of referencing various sources in the format of APA writing style of 7 th edition, 2020					1,2
III	Ethical considerations in research: Ethical considerations for conducting research and publication in psychosocial, behavioral & natural sciences. Acquaintance with Ethics research committee.		15	The students will learn about the importance of ethical consideration in research writing					1,2
IV	Practical training in Literature review: Selecting one of the major key concepts and variables from the topic of the research and writing Review literature with different sources and its assessment by the supervisor. Resubmission of practical		15	The students will be able to select one of the major key concepts and variables from the chosen research topic.					1, 2

	Review following supervisor's feedback			
V	Practical training of research paper writing: Familiarity with Professional Journals – National & International. Selection of topic for writing	15	The students will get practical exposure in writing research papers in proper APA format and styles.	1,2

TEXTBOOKS:

1. Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.

REFERENCE BOOKS:

1. Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.
2. Cooper, H. (1998). *Cooper, Harris, Synthesizing Research: A Guide for Literature Reviews*, Thousand Oaks, CA: Sage, 1998.
3. Hart, C. (2018). *Doing a literature review: Releasing the research imagination*.
4. Winckel, A., & Hart, B. (1995). *Report writing style guide for engineering students*. University of South Australia, Faculty of Engineering.

OTHER LEARNING RESOURCES:

<https://www.researchgate.net/publication/23469528> Writing a literature review article

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.	1,3,5
2	Understanding on how to critically read and assess research papers and reviews.	1,2,3,5
3	Develop understanding about the importance of ethical consideration in research writing.	1,4,5
4	Identify the major key concepts and variables from the chosen research topic.	1,2,5
5	Apply the knowledge in writing research papers in proper APA format and styles.	1,4,5

SEMESTER – II									
Course Title	COMMUNICATION MASTERY (Communicative English & Soft Skills)								
Course code	22UMPD121R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	1. To familiarize students with the transformation of sentences and the appropriate use of prepositions. 2. To enhance the writing skills in different areas including CV and cover letter writing. 3. To convey meaning by reinforcing, substituting for or contradicting verbal communication. 4. Productivity and performance boosting activities for professional goal achievement.								
CO1	Enable the students to take initiative, guide the discussion, and influence others positively.								
CO2	Improve student's ability in framing different sentences while speaking and writing								
CO3	Develop writing skills in different areas including paragraph and email.								
CO4	Plan efficiently for discussions in different platforms by enhancing their thought process and problem-solving skills								
CO5	Encompass personal growth, career advancement, enhanced communication, and the ability to navigate a variety of professional situations successfully								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Grammar: i. Use of Prepositions ii. Tag questions iii. Idioms, Phrases and Clauses iv. Simple, complex, compound sentences	6	Students will master the correct use of prepositions in various contexts.				1,2,3		
II	Writing Skills: i. The Basics of Writing; avoid ambiguity and vagueness ii. Paragraph Writing iii. Precis Writing iv. Letter Writing v. Resume, CV and Cover Letter	6	Students will learn to write clearly, avoiding ambiguity and vagueness.				1,2,3,4		
III	Self-Management Skills	6	Students will conduct personal SWOT analyses to identify strengths, weaknesses,				1,2,3		

	i. SWOT Analysis ii. Self-Regulation-Goal Setting iii. Personal Hygiene		opportunities, and threats.	
IV	Non-Verbal Communication- Sciences of Body Language i. What is Non-Verbal Communication & Body Language, ii. Elements of Communication , iii. Types of Body Language, iv. Importance and Impact of Body Language, v. Types of Communication through Body Language, vi. Introduction to Haptic, Introduction to Kinesics, vii. Introduction to Proxemics, viii. Body Language Do's and Don'ts, Doubt Clearing Session	6	Students will grasp the basics of non-verbal communication and body language.	1,2,3
V	Group Discussion (Theory) i. Importance, ii. Planning, Elements, and Skill assessed; iii. Effectively disagreeing, iv. Initiating, v. Summarizing and Attaining the Objective	6	Students will appreciate the significance of group discussions in various settings.	1,2

TEXT BOOKS:

- Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
- McDowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition).

REFERENCE BOOKS:

- CommunicationSkillsTraining:APracticalGuidetoImprovingYourSocialIntelligence,PresentationandSocialSpeaking,IanTuhovsky,2019
- ATextbookforAECCEnglishCommunication:Interface,Dr.KironmoyChetiaandPranamiBaniaBreez MohanHazarika,January2019.

OTHER LEARNING RESOURCES:

- <https://youtu.be/x60GHpQ8gJk>
- https://youtu.be/Ke_oSN-BCaY
- <https://youtu.be/TDPDtrLxT-c>
- <https://www.classcentral.com/report/toefl-preparation/>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Enable the students to take initiative, guide the discussion, and influence others positively.	3,7,8
2	Improve student’s ability in framing different sentences while speaking and writing.	3,7,8
3	Develop writing skills in different areas including paragraph and email.	6,7,8
4	Plan efficiently for discussions in different platforms by enhancing their thought process and problem-solving skill	3,6,7,8
5	Encompass personal growth, career advancement, enhanced communication, and the ability to navigate a variety of professional situations successfully	7,8

SEMESTER – II									
Course Title	UNIVERSALHUMANVALUES(UHV)+PROFESSIONALETHICS								
Course code	22UUHV101R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 15T+30P	1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives	<p>1.To understand and implement the principles, guidelines, and processes for value education to meet human aspirations and foster harmony.</p> <p>2.To explore and promote harmony within the family, society, nature, and existence through ethical reasoning and decision-making.</p> <p>3.To cultivate values-based leadership skills for ethical decision-making in personal and professional contexts.</p>								
CO1	Learn and understand the Need, Guidelines, Content and Process for Value Education								
CO2	Fulfill the human aspirations like understanding and living in harmony at various levels.								
CO3	Learn and understand harmony in family and society								
CO4	Learn and understand harmony in nature and existence.								
CO5	Develop skills to promote ethical reasoning and decision-making in personal and professional contexts, fostering values-based leadership.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	<p>Course Introduction - Need, Basic Guidelines, Content, and Process for Value Education</p> <p>Understanding the need, basic guidelines, content, and process for Value Education is essential. Self-exploration involves examining one's own beliefs and experiences, utilizing natural acceptance and experiential validation as mechanisms. Achieving continuous happiness and prosperity involves understanding basic human aspirations. It requires comprehending the right priorities of right understanding, relationships, and physical facilities for fulfilling human aspirations. Correctly understanding happiness and prosperity is crucial for critically appraising the current scenario. Methods to fulfill these human aspirations involve understanding and living in harmony at various levels.</p>	6	Students will understand the need, guidelines, content, and process for value education to achieve happiness and prosperity through self-exploration and harmony at various levels.				2,3		
II	<p>Understanding Harmony in the Human Being - Harmony in Myself!</p> <p>Understanding the human being as a coexistence of the sentient 'I' and the</p>	6	Students will comprehend the coexistence of 'I' and the body, ensuring personal harmony through self-awareness and the				2, 3,4		

	<p>material 'Body' is fundamental. The needs of the Self ('I') and the Body, namely Sukh and Suvidha, must be comprehended. The Body should be seen as an instrument of 'I,' with 'I' being the doer, seer, and enjoyer. Recognizing the characteristics and activities of 'I' and achieving harmony within 'I' is essential. Harmony with the Body involves Sanyam and Swasthya, and a correct appraisal of physical needs, defining prosperity in detail. Programs to ensure Sanyam and Swasthya through practice exercises and case studies will be conducted in practice sessions.</p>		<p>balance of physical and mental needs.</p>	
III	<p>Understanding Harmony in the Family and Society - Harmony in Human-Human Relationships</p> <p>Understanding harmony in the family, the basic unit of human interaction, is vital. Values in human-human relationships, such as Nyaya and the program for its fulfillment to ensure Ubhay-tripti, need to be understood. Foundational values of relationships include Trust (Vishwas) and Respect (Samman). Understanding the meaning of Vishwas and the difference between intention and competence is important. Similarly, comprehending the meaning of Samman and the difference between respect and differentiation, along with other salient values in relationships, is crucial. The harmony in society, as an extension of the family, includes goals such as Samadhan, Samridhi, Abhay, and Sahastitva. Visualizing a universal harmonious order in society, from an undivided society (Akhand Samaj) to a universal order (Sarvabhaum Vyawastha), will be addressed through practice exercises and case studies.</p>	6	<p>Students will learn to foster trust, respect, and justice in family and societal relationships, promoting a harmonious social order.</p>	2, 3
IV	<p>Understanding Harmony in Nature and Existence - Whole Existence as Co-existence</p> <p>Understanding the harmony in nature is crucial. This includes the interconnectedness and mutual fulfillment among the four orders of nature, emphasizing recyclability and self-regulation. Comprehending existence as the</p>	6	<p>Students will explore the interconnectedness and mutual fulfillment within nature and existence, developing a holistic perception of harmony.</p>	2, 3,4

	co-existence (Sah-astitva) of mutually interacting units in all-pervasive space is fundamental. A holistic perception of harmony at all levels of existence will be explored through practice exercises and case studies.			
V	<p>Implications of the Above Holistic Understanding of Harmony on Professional Ethics</p> <p>The natural acceptance of human values forms the basis of this unit. The definitiveness of ethical human conduct is essential for developing a basis for humanistic education, humanistic constitution, and a humanistic universal order. Competence in professional ethics includes the ability to utilize professional competence to augment the universal human order, identify people-friendly and eco-friendly production systems, and develop appropriate technologies and management patterns for these systems. Case studies of typical holistic technologies, management models, and production systems will be analyzed. Strategies for transitioning from the present state to a Universal Human Order will be discussed, focusing on socially and ecologically responsible engineers, technologists, and managers at the individual level, and mutually enriching institutions and organizations at the societal level.</p>	6	Students will apply human values and ethical principles in professional contexts, supporting a humanistic universal order through sustainable practices.	4,5

TEXT BOOKS:

1. Value Education for Young Leaders" by S.K. Kapoor
2. The Art of Happiness" by Dalai Lama and Howard Cutler
3. The Seven Principles for Making Marriage Work" by John Gottman
4. The Web of Life: A New Scientific Understanding of Living Systems" by Fritjof Capra

REFERENCE BOOKS:

1. The Responsible Company" by Yvon Chouinard and Vincent Stanley
2. Living Values Education Program" by Diane G. Tillman
3. Ethics for the New Millennium" by Dalai Lama

OTHER LEARNING RESOURCES:

1. Value Education websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>
2. Story of Stuff, <http://www.storyofstuff.com>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn and understand the Need, Guidelines, Content and Process for Value Education	6,7,8
2	Fulfill the human aspirations like understanding and living in harmony at various levels.	6,7,8
3	Learn and understand harmony in family and society	5,7,8
4	Learn and understand harmony in nature and existence.	5,7,8
5	Develop skills to promote ethical reasoning and decision-making in personal and professional contexts, fostering values-based leadership.	6,7,8

SEMESTER – II									
Course Title	COMPUTATIONAL SYSTEMS AND DIGITAL WORLD								
Course code	22UUDL103R	Total credits: 1	L	T	P	S	R	O/F	C
		Total hours: 30P	1	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ II semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> Students will be able to understand the fundamentals of computer systems and Internet search along with advanced features of MS-Office. Students will be able to learn data management, statistical analysis and visualization. Students will be able to use social media and e-commerce portals, Digital Payment systems, and other utility software. 								
CO1	Students will have basic understanding of Computer Systems and Internet search.								
CO2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.								
CO3	Students will be able to efficiently and ethically use social media and e-commerce sites.								
CO4	Students will have introduction to various utility software used in research and information management.								
CO5	Students will have basic understanding of Computer Systems and Internet search.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					

I	Fundamentals of Computer Systems, Office Automation and Internet Search i. Components of a Computer and their functions. ii. Office Automation using MS-Word, MS-Excel, and MS-PowerPoint. iii. Data management, Statistical Data Analysis and Data Visualization with MS-Excel. iv. Use of Functions, Graphs & Charts in MS-Excel.	5	Students will understand computer components, use MS-Office tools, manage and analyze data in Excel, and effectively navigate and search the internet.	1,2
II	Internet & Cyber World i. Introduction to Computer Networks, Internet and World Wide Web, Websites and Web portals. ii. Creation and use of Email Accounts. iii. Web browsing, Web Searching, Different aspects of Web Searching- Search Keywords, conditions and combinations. iv. Study of different Search Engines like Google, Microsoft Bing, Yahoo, Yandex, DuckDuckGo, Ask.com etc. v. Cyber Crimes, Cyber Laws and IT Act 2000, India.	5	Students will understand computer networks, manage email, browse and search the web effectively, use search engines, and recognize cyber-crimes and laws.	1,2
III	Introduction to social media and E-Commerce i. Relevance of social media in present scenario. Posting different types of contents in social media. ii. Creating accounts and using some popular social media portals and Apps like WhatsApp, Facebook, etc. Social Media Etiquettes & Crimes. iii. Definition of E-Commerce; E-Commerce versus traditional Commerce. iv. Case studies of popular E-Commerce portals like Amazon. v. E-commerce Etiquettes & Crimes.	5	Students will grasp social media usage, create and manage social media accounts, understand E-Commerce, and review popular E-Commerce platforms.	1,2
IV	Digital Payments and Digital Transactions i. Introduction to Digital Payment Systems. ii. Creating accounts and using Digital Payment Systems like Credit Cards, Debit Cards, Net banking, UPI. iii. Digital payments Etiquettes & Crimes.	5	Students will use digital payment systems, manage accounts, and understand digital payment etiquettes.	1,2
V	Basic Accounting and Utility Software i. Introduction to Basic accounting concepts, Introduction to an Accounting Software like GnuCash or Tally	5	Students will apply basic accounting concepts, use accounting software, create documents with LaTeX, and	1,2

	ii. Introduction to Technical Document writing using LaTeX. iii. Introduction to Data Visualization software – Sigma, Google Charts, Tableau.		visualize data with tools like Sigma and Tableau.	
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TEXT BOOKS:

1. Sinha Pradeep K. and Priti Sinha. Computer Fundamentals: Concepts Systems & Applications. 3rd ed. New Delhi: BPB Publications.
2. Goel, A, 2010. Computer Fundamentals, Pearson India

REFERENCE BOOKS:

1. Bala Guruswamy, E. 2009 Fundamentals of Computers, Tata McGraw-Hill Education.
2. Bala Guruswamy, 2014. E. Fund of Comp & Programming (Updated Ed Sem. I, Au) Tata McGraw-Hill Education.
3. Lawson, C. 2022. Introduction to Social Media, Oklahoma State University.

OTHER LEARNING RESOURCES:

1. <https://www.w3schools.com>
2. <https://edu.gcfglobal.org>.
3. <https://www.tutorialspoint.com>
4. <https://www.javatpoint.com>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic understanding of Computer Systems and Internet search.	3,4,8
2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.	3,4,7,8
3	Students will be able to efficiently and ethically use social media and e-commerce sites.	3,4,7,8
4	Students will have introduction to various utility software used in research and information management.	5,7,8
5	Students will have basic understanding of Computer Systems and Internet search.	3,7,8

SEMESTER – III									
Course Title	Clinical supervised internship-III								
Course code	22MAAP211R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	0	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Science in Clinical Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. To acquire professional skills as a psychologist in a multidisciplinary context. 2. To engage and understand mental health issues faced in real-world scenarios. 3. To apply theoretical knowledge of intervention techniques practically within the organization.								
CO1	Develop professional skills in working as a psychologist in a multidisciplinary context.								
CO2	Develop practical skills in taking case history and mental status examination.								
CO3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.								
CO4	Engage in continuous self-assessment, fostering personal and professional growth throughout the internship experience.								
CO5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.								

REFERENCE BOOKS:

R1: World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.

R2: Harris, O. J., & Hartman, S. J. (2001). *Organizational behavior*. Psychology Press.

R3: Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (2013). *Measures of personality and social psychological attitudes: Measures of social psychological attitudes* (Vol. 1). Academic Press.

OTHER LEARNING RESOURCES:

The students will be going to Organizations/NGO/Rehabilitation centres for one day in a week besides their regular theory classes. Every week they will submit their internship reports and meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop professional skills in working as a psychologist in a community setting.	1,3,4,6,
2	Understand cross-cultural values and importance of cultural competency.	1,3,6,7,8
3	Apply the theoretical knowledge of intervention techniques in real-world scenarios.	1,2,3,4
4	Engage in continuous self-assessment, fostering	4,5,6,8

	personal and professional growth throughout the internship experience.	
5	Integrate theoretical knowledge with practical skills to navigate and contribute effectively within the field of psychology during hands-on experiences.	1,2,3,5,8

SEMESTER – III										
Course Title		TECHNO-PROFESSIONAL SKILLS -II								
Course code	22MAAP214R	Total credits: 2		L	T	P	S	R	O/F	C
		Total hours: 60P		0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil							
Programme	Masters of Arts in Applied Psychology									
Semester	Fall/ III semester of Second year of the Programme									
Course Objectives	1. Read research articles accurately, being able to abstract their essential ideas and understand their implications. 2. Write concisely and objectively using APA format, the standard of our field.									
CO1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.									
CO2	Develop the ways in recognizing and describe problems operationally to study them empirically.									
CO3	Understand the use of grammar appropriate to professional standards and conventions (e.g., APA writing style).									
CO4	Develop the ways in constructing arguments clearly and concisely using evidence- based psychological concepts and theories.									
CO5	Gain knowledge and become well equipped with APA writing style to make precise and persuasive arguments.									
Unit- No.	Content	Contact Hour	Learning Outcome					K L		
I	Organizing and Developing Your Ideas and Writing Formulating your ideas; Assessing your sources; How to conduct a literature research; How to read and summarize a Journal Article.	12	Students will develop the knowledge of formulating new ideas and conduct a quality literature review					1, 2		
II	Scholarly Writing and Elements of Style Types of Articles and Papers; Ethical, Legal, and Professional standards in Publishing; Paper Elements and Format; Effective Scholarly Writing; Grammar and Usage	12	It will enable the students to explore the area of scholarly writing and to have a basic idea of ethical and legal norms of publication.					2, 3		
III	Guidelines for Academic Writing Bias-free Language guidelines; Mechanics of Style; Tables and Figures; Works Credited in	12	The students will acquire advanced knowledge of academic writing and reference, and citation as					3, 4		

	theText; ReferenceList andExamples		perthe APA 7 th edition.	
IV	Communicationskillsandcasestudies Identifyingcommunicationerror Identifying possible solutions orstrategiesforpreventingproblems	12	The studentswill be able toidentifycommunicationerrorsan dincorporatepossiblestrategies topreventerrors	1, 5
V	SocialAwareness NewsPaperReading,FieldObservati ons,DomainSpecificCurrentAffairs	12	It will enablethe studentswith criticalobservationskills to watchthe givenscenario	5, 6

TEXT BOOKS:

T1: Beins, B.C.,&Beins,A.M.(2020).Effective writing in psychology:
Papers,posters,andpresentations(3rded.).

T2: JohnWiley&Sons.AmericanPsychologicalAssociation.(2019).Publicationmanualofthe
AmericanPsychological

REFERENCE BOOKS:

R1. Hartley,J.(2008).AcademicWritingandPublishing:APracticalGuide,New
York:TaylorandFrancis.

R2. Association(7thed.). Washington, DC:AmericanPsychologicalAssociation

OTHER LEARNING RESOURCES:

1. <https://www.bing.com/videos/search?q=Academic+writing+you+tube+research&docid=603532644149918944&mid=47AEF928A9C355FD1D9747AEF928A9C355FD1D97&view=detail&FORM=VIRE>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge in reading and summarizing complex ideas, including future directions, from psychological sources and research accurately.	1,3,5,7
2	Develop the ways in recognizing and describe problems operationally to study them empirically.	1,3,4,5,6
3	Understand the use of grammar appropriate to professional standards and conventions (e.g., APA writing style).	1,3,4,7
4	Develop the ways in constructing arguments clearly and concisely using evidence- based psychological concepts and theories.	1,3,4,5,7
5	Gain knowledge and become well equipped with APA writing style to make precise and persuasive arguments.	1,3,4,5,7

SEMESTER – III									
Course Title	GE-LIFE SKILLS								
Course code	22MAAP215R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	4. To enhance one’s ability to be fully self-aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in. 5. To increase one’s knowledge and awareness of emotional competency and emotional intelligence at place of study/work. 6. To provide opportunity for realising one’s potential through practical experience. 7. To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others. 8. To set appropriate goals, manage stress and time effectively. 9. To manage competency- mix at all levels for achieving excellence with ethics.								
CO1	Understand the basic life skills and its need in real-life.								
CO2	Apply the knowledge of life skills in everyday life scenarios.								
CO3	Identify and plan out short term and long-term goals.								
CO4	Identify one’s stressors and develop strategies to work on it.								
CO5	Develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Basic Life Skills- Importance and needs in day-to-day Life 1. Self-awareness 2. Empathy 3. Critical thinking 4. Creative thinking 5. Decision making 6. Problem Solving 7. Effective communication 8. Interpersonal relationship 9. Coping with stress 10. Coping with emotions	6	Students will develop the knowledge of Basic Life Skills and Enhance the ability to be fully self-aware by overcoming all fears and insecurities and grow fully from inside-out and outside-in.				2, 4		
II	How to apply the Basic Life Skills in our Lives	6	To be able to apply the Basic Life Skills in day-to-day life.				2, 4		
III	Goal Setting- Short Term and Long-Term Goals	6	To enable students to identify and plan out their short term and long-term goals				2, 4		
IV	Stress Management- Stressors and Management	6	To be able to identify one’s stressors and develop strategies to work on it.				2, 4		
V	Emotional Intelligence – The five domains	6	Students will be able to apply the 5 domains of EI in their Daily Life				2, 4		

TEXT BOOKS:

- T1.** Larry James, "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
- T2.** ShaliniVerma, "Development of Life Skills and Professional Practice"; First Edition; Sultan Chand (G/L) & Company, 2014. 8.
- T3.** Daniel Goleman, "Emotional Intelligence"; Bantam, 2006.

REFERENCE BOOKS:

- R1.** Training in Interpersonal Skills: Tips for Managing People at Work, Pearson Education, India; 6 editions, 2015.
- R2.** Life Skills for Self-Development – Dr.SangeetaSaksena

OTHERLEARNINGRESOURCES:

<https://www.youtube.com/watch?v=EOMJul9hJUg>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the basic life skills and its need in real-life.	1,5,7,8
2	Apply the knowledge of life skills in everyday life scenarios.	1,3,5,7,8
3	Identify and plan out short term and long-term goals.	3,5,7,8
4	Identify one's stressors and develop strategies to work on it.	1,3,5,7,8
5	Develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.	5,7,8

SEMESTER – III										
Course Title		RESEARCH ETHICS								
Course code	22UMRE211R	Total credits: 1		L	T	P	S	R	O/F	C
		Total hours: 15T		1	0	0	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil							
Programme	Masters of Arts in Applied Psychology									
Semester	Fall/ III semester of Second year of the Programme									
Course Objectives	1. This course aims to lay a foundation for empirical research. 2. To make students aware of relevant guidelines, policies, and codes relating to ethical research. 3. To provide information via a study of ethical theories, concepts.									
CO1	To be able to describe and apply theories and methods in ethics and research ethics.									
CO2	To acquire an overview of important issues in research ethics, like responsibility for research, ethical vetting, and scientific misconduct.									
CO3	To acquire skills of presenting arguments and results of ethical inquiries.									
CO4	To be able to Identify the concepts and procedures of sampling, data collection, analysis and reporting.									
CO5	Acquire the knowledge of basic Data Analysis Procedure for day- to- day use.									
Unit- No.	Content	Contact Hour	Learning Outcome	KL						
I	Research Methods and Methodologies Definitions. Knowledge kinds and interrelationships. Empirical Research Basic Research. Applied Research. Practical Research. Action Research. Parameters of research. Kinds of research: qualitative, descriptive and experimental. Applying research methodologies to computing, software and software Development. Case studies and examples.	3	The student will learn about the kinds and interrelationships of research. Gain knowledge on treatment of the data and presentation through software application.	1,2						
II	Research and Research Strategies Constitution of research papers. Standards. Search strategies including: web, library, inter-library loan, Databases such as -IEEE and ACM, search engines. Literature review and systematic literature review.	3	To equip the students with the knowledge of Searching the research information and the steps to follow in writing literature reviews.	2,3						
III	Research Planning Issues within a research project that relates specifically to computing/software projects including: problem definition, software planning, specification and system definition, choosing environments for development,	3	To enable student to get knowledge on software applications in research. To impart documentation skills	3,4						

	<p>timing issues relating to the software</p> <p>Research Documentation- Documentation appropriate to research and the programme specifications. This includes research proposal documentation, report documentation, research paper formats, and citation formats.</p>			
IV	<p>Ethics for computers: Ethics in Information & communication technology. Ethics, privacy, and information security. Computer Ethics. Cyberethics. Social, regulation, and legal issues. Ethical design. Impact of IoT on ethics - Environment monitoring and data collection. Impact of AI on ethics. Posthuman era, machine ethics, Unintended consequences. Case studies - Facebook, Mood Manipulation Experiments, Internet of Things, Google Maps.</p>	3	To impart knowledge on Ethical and Legal Issues related to computers.	4,5
V	<p>Research Ethics & integrity Human subjects - ethical, legal, social, and political issues. Research ethics committee in CIT. Categories Of research ethics - questionnaires/surveys for adults versus children. Consent.</p>	3	To learn about ethical, social, and political issues concerning human subjects. Ethical applications in designing the tools.	5

TEXTBOOKS:

1. Yadav, Vakil Kumar. (2021) Research and Publication Ethics. Notion Press.
2. Martyn Denscombe 2014, *The Good Research Guide*, 5 Ed., Open University Press, McGraw-Hill Education [ISBN: 9780335264704]
3. Mustajoki, H. & Mustajoki, A. (2017). *A New Approach to Research Ethics. Using Guided Dialogue to Strengthen Research Communities*. London: Routledge

REFERENCE BOOKS:

1. Steven J. Taylor, Robert Bogdan, Marjorie DeVault 2016, *Introduction to Qualitative Research Methods: A Guidebook and Resource*, 4 Ed., Wiley [ISBN: 9781118767214]
2. Prabhat Pandey, Meenu Mishra Pandey 2015, *Research Methodology: Tools and Techniques*, 1 Ed., Bridge Center [ISBN: 9786069350270]
3. James D. Lester 2014, *Writing Research Papers: A Complete Guide*, 15 Ed., Pearson [ISBN: 9780321952950]
4. K. Schwalbe 2011, *Information Technology Project Management*, 6 Ed., Cengage Learning [ISBN: 9781111221751]

OTHER LEARNING RESOURCES:

1. Nick Bostrom, Eliezer Yudkowsky 2014, *The Ethics of Artificial Intelligence*, The Cambridge handbook of artificial intelligence, 316-3. <https://intelligence.org/files/EthicsofAI.pdf>
2. Francine Berman and Vinton G. Cerf 2017, *Social and Ethical Behavior in the Internet of Things*, Communications of the ACM, 60(2). http://www.cs.rpi.edu/~bermaf/Berman+Cerf_IoT.pdf
3. Website: Henrichsen, L. et al. 2007, *Taming the Research Beast*. <http://linguistics.byu.edu/faculty/henrichsen/ResearchMethods/>
4. Website: Berkman Klein Centre for Internet & Society at Harvard University *Ethics and Governance of Artificial Intelligence*. <https://cyber.harvard.edu/research/ai?page=2>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	To be able to describe and apply theories and methods in ethics and research ethics.	1,4,5,8
2	To acquire an overview of important issues in research ethics, like responsibility for research, ethical vetting, and scientific misconduct.	4,5,8
3	To acquire skills of presenting arguments and results of ethical inquiries.	4,5,7,8
4	To be able to identify the concepts and procedures of sampling, data collection, analysis and reporting.	1,4,5,7,8
5	Acquire the knowledge of basic Data Analysis Procedure for day-to-day use.	1, 4,5,7,8

SEMESTER – III									
Course Title	MINI-RESEARCH(SURVEY/EXPERIMENT-R3)								
Course code	22MAPR211R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 150	0	0	6	4	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. To learn to review and assess scientific literature critically. 2. To write an overview of the relevant literature for a specific research topic. 3. To present an overview of the relevant literature for a specific research topic.								
CO1	Identify and use the most relevant textbooks, reviews, papers and journals for their research topics.								
CO2	Understanding on how to critically read and assess research papers and reviews.								
CO3	Develop knowledge and skills to adopt appropriate means of conducting a research.								
CO4	Implement proper methods of sampling and data collection.								
CO5	Develop understanding of different types of research methods and apply those in conducting research.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Surveys as Research Methodology: What is survey research; Survey strengths; Survey weakness	37	The student will be able to understand survey research				2, 3		
II	Survey Process: Survey design, sample selection, sample size, degree of precision, statistical power, effect size as a determinant of power, survey instrument development, Types of Survey	37	The students will understand survey process				1, 2, 3		
III	Qualitative Methods: Unstructured & Semi-structured Interviewing; Coding Responses to Open-Ended Questions	37	The students will learn various methods of data collection				2, 3		
IV	Survey Data Processing and Basic Data Analysis	39	The students will be able to understand survey data processing and basic data analysis				3, 4		

TEXT BOOKS:

- T1. McGuire, W. G. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48, 1-30.
- T2. Beatty, P., & Hermann, D. (2002). To answer or not to answer: Decision processes related to survey item nonresponse. In D. A. Dillman, J. L. Eltinge, R. M. Groves, & R. J. A. Little (Eds.). (2002). *Survey nonresponse* (pp. 71-86). New York: Wiley

REFERENCE BOOKS:

- R1. Weisberg, H. F., Krosnick, J. A., & Bowen, B. D. (1996). *An introduction to survey research, polling and data analysis* (3rd ed.). Thousand Oaks, CA: Sage.
- R2. Groves, R. M., Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2004). *Survey methodology that work*. Hoboken, NJ: Wiley.

OTHER LEARNING RESOURCES:

https://www.researchgate.net/publication/23469528_Writing_a_literature_review_article

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify and use the most relevant textbooks, reviews, papers and journals for their research topics.	1,3,5
2	Understanding on how to critically read and assess research papers and reviews.	1,2,3,5
3	Develop knowledge and skills to adopt appropriate means of conducting a research.	1,4,5
4	Implement proper methods of sampling and data collection.	1,2,5
5	Develop understanding of different types of research methods and apply those in conducting research.	1,4,5

SEMESTER – III									
Course Title	MOOCS-CE III								
Course code	22MACE212R	Total credits: 2 Total hours: 60P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program

		Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,4,5,8
2	Develop skills to analyze information critically and propose effective solutions.	1,2,4,8
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8
4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,2,4,7,8
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	4,6,7,8

SEMESTER – III									
Course Title	MOOCS-CE IV								
Course code	22MACE213R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,4,5,8
2	Develop skills to analyze information critically and propose effective solutions.	1,2,4,8
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8

4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,2,4,7,8
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	4,6,7,8

SEMESTER – III										
Course Title		Corporate Proficiency								
Course code	22UMPD211R	Total credits: 2		L	T	P	S	R	O/F	C
		Total hours: 60P		0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil							
Programme	Masters of Arts in Applied Psychology									
Semester	Fall/ III semester of Second year of the Programme									
Course Objectives	<ol style="list-style-type: none"> To acquaint students with the various tools of an effective presentation. To acquire the speaking skill to instruct, influence, engage, educate, or appease the listeners. To increase proficiency and quality of resume and provide guidance for self-promotion and self-evaluation in social media. To prepare and train the students for the campus drives & walk-in interviews 									
CO1	Prepare the learner to speak with greater control and charisma in front of others.									
CO2	Learn how to have a positive impact on their thought process and problem-solving skills.									
CO3	Learn to highlight and assess themselves on social media.									
CO4	Acquire techniques to solve critical problems in an interview, develop strategies to crack interviews, improve their communication skills, and boost their confidence.									
CO5	Students will be well-equipped with all the necessary tools and skill sets to prepare a professional resume.									
Unit -No.	Content	Contact Hour	Learning Outcome	KL						
I	Presentation Skills <ul style="list-style-type: none"> Introduction Essential characteristics of a good presentation Preparation of a good presentation 	8	Develop the ability to create and deliver impactful presentations by understanding essential characteristics, preparation techniques, and the use of visual aids.	1,2						
II	Public Skills <ul style="list-style-type: none"> Fear of Public Speaking, Understanding and Overcoming Fear of Public Speaking, Confidence and Control, Physiology and Stress -Control/Process, Tips for Presentations and Public Speaking, Tips for Using Visual Aids in Presentations, Process for Preparing and Creating Presentations 	9	Overcome the fear of public speaking and gain confidence through techniques in stress control, effective delivery, and audience engagement.	2,3,4						

	<ul style="list-style-type: none"> ns, Delivering Presentations Successfully, Doubt Clearing and Summary of Main Points 			
III	<p>Practical session on Resume, Curriculum Vitae, Writing cover letter & LinkedIn Profile</p> <ul style="list-style-type: none"> Preparation, submission & screening of Resume. Practical session on cover letters screening session Creating profile on LinkedIn How to utilize it 	9	Master the creation and optimization of professional resumes, cover letters, and LinkedIn profiles to enhance job application success.	2,4,6
IV	<p>Leadership & Management Skills</p> <ul style="list-style-type: none"> Concepts of Leadership, Leadership Styles, Manager VS Leader, How to be an Effective Leader, Mock/Practice Session, Doubt Clearing Session 	9	Learn the concepts of leadership, different leadership styles, and practical skills to be an effective leader through mock sessions and feedback.	2,3,4
V	<p>Research Paper – Writing Skills</p> <ul style="list-style-type: none"> How to write a research paper Key point in Research Work 	8	Acquire the skills to write and structure a research paper effectively, focusing on key aspects of research work.	2,3,4
VI	<p>Interview Skills & Dress Code Ethics</p> <ul style="list-style-type: none"> Types of the interview- telephonic, virtual & face to face Online interview, personal interview, Panel interview, Group interview, JAM session, Types of interview questions- traditional/common interview questions, vii. Case interview questions, General Strategies for answering questions, Marketing your skills and experiences, Preparation before the interview, How to dress up for an interview, How to maintain eye contact and positive body language, How to be presentable, Interview dos and don'ts, Introduction to Dress Code Ethics, Purpose and Importance 	9	Prepare for various interview types, understand appropriate dress codes, and learn strategies for making a positive first impression.	2,3,4,5

	<ul style="list-style-type: none"> • How to Make 'FIRST IMPRESSION' • What to Wear During Interviews or Any Other Formal Meetings – Male & Female 			
VII	Mock Interview <ul style="list-style-type: none"> • Practical Mock Interview, • Feedback-Receiving Feedback, • Giving Feedback, • Advantages of Effective Feedback, • How to deal with negative feedback. 	8	Gain practical interview experience, receive constructive feedback, and learn to handle both positive and negative feedback effectively.	3,4,5,6

TEXT BOOKS:

- T1. Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
T2. McDowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition).

REFERENCE BOOKS:

- R1. Garg, Manoj Kr. (2018) *English Communication: Theory and Practice*

OTHER LEARNING RESOURCES:

1. <https://brightlinkprep.com/10-best-toefl-prep-books/>
2. <https://files.eric.ed.gov/fulltext/EJ1132742.pdf>.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Prepare the learners to speak with greater control and charisma in front of others.	6,7,8
2	Learn how to have a positive impact on their thought process and problem-solving skills.	6,7,8
3	Learn to highlight and assess themselves on social media.	6,7,8
4	Acquire techniques to solve critical problems in an interview, develop strategies to crack interviews, improve their communication skills, and boost their confidence.	6,7,8
5	Students will be well-equipped with all the necessary tools and	6,7,8

skill sets to prepare a professional resume.	
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SEMESTER – III									
Course Title	COUNSELLING PSYCHOLOGY								
Course code	22MAAP201R	Total credits: 3	1	T	P	S	R	O/F	C
Pre-requisite	Nil	Co-requisite	Nil	20	2	0	0	0	3
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1. To familiarize students with the goals, objectives, and skills of counselling. 2. To learn the various theoretical orientations to counselling. 3. To explore the current trends and specialties in Counselling. 4. To understand the applications of counselling in diverse areas and with different sections of people.								
CO1	Explain the nature, features and trends of counselling psychology.								
CO2	Use different psychological assessment techniques and tools.								
CO3	Integrate and apply different perspectives of counselling interventions.								
CO4	Use counselling skills in diverse population.								
CO5	Apply counselling skills for population with chronic illness.								
Unit- No.	Content	Content Hour	Learning Outcome					KL	
I	INTRODUCTION TO COUNSELLING: Definitions, Goals, The Counselling Process, Counselling Relationship, Characteristics of a Counsellor, Ethical Issues in Counselling Current trends in counselling Diversity issues in counselling; Different formats of counselling; Counselling and Liaisoning fields; Trauma Counselling, Technological advances in Counselling, Process Oriented Research in Counselling	6	To be able to explain the nature and features of counselling, diversity issues in Counselling; Trauma Counselling and Process Oriented Research					1, 2	
II	ASSESSMENT AND DIAGNOSIS: Assessment Techniques: Observation, Questionnaires, Interviews, Personal Essays and Autobiographies, Journals; Psychological testing: Working with Hesitant Clients	6	Students will demonstrate their ability to conduct assessments through tools and techniques.					2, 3	
III	ECLECTIC APPROACH TO COUNSELLING: Definition of Eclecticism; Common Ground for Integrated Perspective of Counselling: Freudian, Adlerian, Behavioural, Cognitive Behavioural, Humanistic- Existential, Gestalt Approach, Psychodrama, Action Oriented Approach, Multimodal Therapy, Feminist and Syst	6	Students will be able to understand the different Approaches to Counselling					3, 4	

	emicTherapy			
IV	COUNSELLING CHILDREN, ADOLESCENTS AND OLDER ADULTS: Educational Counselling, Career Counselling, Alcohol and Substance Abuse Counselling, Marital and Family Counselling; Crisis Intervention	6	Understand the application of counselling skills in working with Learners, addicted populations, marital, Family; And Crisis Intervention	1, 5
V	COUNSELLING FOR CHRONIC ILLNESS AND GRIEF COUNSELLING: Cancer Counselling, HIV/AIDS Counselling; Grief Counselling: Meaning of Grief Counselling, Models of GRIEF, Benefits of Grief Counselling, Grief Counselling for adults, Grief Counselling in Hospice Care, Coping with Miscarriage,	6	Develop a wider range of practical professional skills in Counselling during crisis, Grief Counselling	5, 6
Practical	<ol style="list-style-type: none"> 1. Binet Kamat test of Intelligence Scale - Dr Vidya Damle and Dr Kranti K Srivastava 2. Aptitude Battery for Career Counselling (ABCC) - Dr Narinder Singh 3. Eysenck's Personality Questionnaire - R (EQR-R) - H.J. Eysenck 4. Self-Assessment Communication Survey 5. Verbal Test of Creative Thinking (VTCT-M) - Bager Mehdi 	15	Students will learn to assess tests to measure intelligence, aptitude, career counselling tests, personality, communication skills and creative thinking	3

TEXT BOOKS:

T1. Neukrug, E. (2011). The world of the counselor: An introduction to the counseling profession. Nelson Education

REFERENCE BOOKS:

- R1. Bond, T., (1997). Standards and Ethics for counsellors in action. New Delhi: Sage Publications.
- R2. Charles, G.J., & Bruce, F.R., (1995). Counselling Psychology. USA: Harcourt Brace Publishers.
- R3. Felthman, C., & Horton, I., (2000). Handbook of Counselling and Psychotherapy, New Delhi: Sage Publications
- R4. Gelso, C., & Fretz, B., (2001). Counseling psychology: Practices, Issues and Interventions. Harcourt, Inc.
- R5. Gladding, S.T., (2011). Counselling: A Comprehensive Profession. Pearson Education, Inc.
- R6. Robert, G.L., & Marianne, M.H., (2003). Introduction to Counselling and Guidance. Pearson Education, Inc.

OTHER LEARNING RESOURCES

1: <https://www.youtube.com/watch?v=GfEmcL6LWdg>

2: <https://www.verywellmind.com/what-is-counseling-psychology-2795648>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Explain the nature, features and trends of counselling psychology.	1,2,3,7
2	Use different psychological assessment techniques and tools.	1,2,4,5,7
3	Integrate and apply different perspectives of counselling interventions.	1,2,3,4,5,7
4	Use counselling skills in diverse population.	2,3,4,7
5	Apply counselling skills for population with chronic illness.	1,2,3,4,5,7

SEMESTER – III												
Course Title		POSITIVE PSYCHOLOGY										
Course code		22MAAP202R		Total credits: 3		L	T	P	S	R	O/F	C
Pre-requisite		Nil		Co-requisite		Nil						
Programme		Masters of Arts in Applied Psychology										
Semester		Fall/ III semester of Second year of the Programme										
Course Objectives		<ol style="list-style-type: none"> 1. To familiarize students with the basic concepts of positive psychology. 2. To acquaint students with the various applications of positive psychology. 3. To identify the emerging paradigms of positive psychology. 4. To apply the knowledge and theoretical basis of positive psychology in understanding how to live more satisfying lives. 										
CO1		Gain an insight into the historical background and key elements of positive psychology.										
CO2		Develop an understanding of ways to empower people through the cultivation of positive emotional states and processes.										
CO3		Gain insight into empowering individuals through fostering positive cognitive states and processes.										
CO4		Cultivate an understanding and implement the psychological testing in the context of positive psychology.										
CO5		Understand and apply the impact and interventions of positive psychology in educational, professional, and community settings.										
Unit- No.	Content	Contact Hour	Learning Outcome							KL		
I	INTRODUCTION TO POSITIVE PSYCHOLOGY: Definition, Assumptions and Goals, View of human functioning- Eastern and Western, Classifications and measures of Strengths and positive outcomes.	6	Identify the basic premises of Positive Psychology, and analyze criticism of the field in the context of Eastern and Western perspective.							1, 2		
II	HAPPINESS AND WELL-BEING: Meaning and measures of happiness, Self-Realization, Views of Happiness, Broad and Build Theory, Principles of pleasure: Understanding positive effect, positive emotions and well-being: Positive Emotions and Health Resources – Emotion-focused coping – Emotional Intelligence, Character Strength.	6	Identify different ways to define and measure happiness, as well as variables that are related/unrelated to happiness and well-being.							2, 3		
III	POSITIVE COGNITIVE STAGE AND PROCESSES: Resilience: Definition and Sources of Resilience, Optimis	6	Students will gain an understanding of Some key constructs in positive psychology. They are resilience, optimism and hope, flow, self-							3, 4		

	m; Flow: Mindfulness & Wellbeing.		efficacy, elements in positive relationships (which include altruism, empathy, gratitude and forgiveness), and Mindfulness and Well-being	
IV	APPLICATIONS OF POSITIVE PSYCHOLOGY: Positive Psychology and Mental Health, Being positive: Strengths Interviews, Strength Presentation, Gratitude Presentations, Mindfulness Training	6	Identify the difference between values and character strengths. Use signature strengths in new ways.	1, 5
V	Positive Psychology Interventions	6	Employ Positive Psychology interventions to increase personal well-being. Students will learn to identify their strengths and develop positive attitudes, purposes and engagement in their lives. In the course, students will have the opportunity to reflect on their life experiences and will be encouraged to apply the learned skills and attitudes to contribute to their present and future life contexts, such as family, schools, communities, and workplaces.	5, 6
Practical	1. The Satisfaction with Life Scale (SWLS) 2. The Happiness Measures (HM) 3. The Gratitude Questionnaire (GQ-6) 4. The Meaning in Life Questionnaire 5. The Adult Hope Scale	15	Students will learn to assess tests to measure satisfaction with life, happiness, gratitude, meaning in life, and hope	3

TEXT BOOKS:

- T1. Snyder, C.R. & Lopez, S. (2007). Positive Psychology. The Scientific and Practical Explorations of Human Strengths. Sage Publications

REFERENCE BOOKS:

- R1. Baumgartner, S.R. & Crothers, M.K. (2010). Positive Psychology. Upper Saddle River, New Jersey: Prentice Hall.
- R2. Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. United Kingdom: Rutledge.
- R3. Seligman, M.E.P., Steen, T.A., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions.

OTHER LEARNING RESOURCES:

<https://www.youtube.com/watch?v=TjWrL1MJbj0>

<https://www.youtube.com/watch?v=X-hL52sdqmY>

<https://www.verywellmind.com/what-is-positive-psychology-2794902>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain an insight into the historical background and key elements of positive psychology.	1,5,6,7
2	Develop an understanding of ways to empower people through the cultivation of positive emotional states and processes.	1,3,5,6,7
3	Gain insight into empowering individuals through fostering positive cognitive states and processes.	1,3,5,6
4	Cultivate an understanding and implement the psychological testing in the context of positive psychology.	1,3,4,7
5	Understand and apply the impact and interventions of positive psychology in educational, professional, and community settings.	1,3,5,6,7

SEMESTER – III									
Course Title	CHILD AND ADOLESCENCE PSYCHOLOGY								
Course code	22MAAP203R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30L+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> To identify the basic issues related to child and adolescence To explain the basic theories related to child and adolescence To analyse the role of family, peers, schooling, and media context in influencing child and adolescence To describe the child and adolescence-related psychological problems (psychopathology) and Intervention. 								
CO1	Identify the basic issues related to child and adolescence.								
CO2	Analyze the role of family, peers, schooling, and media context in influencing child and adolescence.								
CO3	Identify the psychosocial issues and maladaptive behavior in child and adolescence.								
CO4	Use of therapeutic skills in intervention for developmental and behavioural problems of child and adolescence.								
CO5	Learn about the preventive and protective factors in the development of children.								
Unit No.	Content	Content Hour	Learning Outcome					K L	
I	ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT: <ol style="list-style-type: none"> Factors influencing development: Heredity, Environment, Importance of critical periods in development Theories of Development – Bowlby Attachment Theory; Vygotsky's socio-cultural theory Stages of Development: Prenatal, Infancy, Childhood, Adolescent Certain laws in the context of children Role of National Human Rights Commission in Protecting and Promoting Children's Rights The Juvenile Justice (Care and protection of children)-Act, 2015 	6	Synthesize understanding of diversity, multiculturalism and cultural differences as they relate to the development of children and adolescents in families. Identify developmental histories and family lifestyles to determine their impact on the function of children and adolescents in families.					1, 2	
II	CONTEXTUAL ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT: <ol style="list-style-type: none"> Family Parenting, family relationship Peer relations Parental influence, peer acceptance, peer conformity. Schooling Teacher student interaction, grouping practices. Media The effects of electronic media on adolescent well-being, benefit of social media, risks of social media 	6	Demonstrate how children and adolescents have needs and capacities that are significantly different from those of adults Demonstrate how children and adolescents have needs and capacities that are significantly different from those of adults. Demonstrate how children and adolescents have needs and capacities that are significantly different from those of adults					2, 3	

III	<p>CHILD AND ADOLESCENT PSYCHOSOCIAL ISSUES:</p> <p>4. Deviance as a maladaptive behavior: Nature & meaning</p> <p>5. Recent forms of deviance: Rudeness, Cyber Deviance, Bullying Situational contexts: Adoption, abuse and neglect, poor discipline, dysfunctional families, broken family, parental divorce or death.</p> <p>6. Externalizing disorders: Attention Deficit Hyperactivity Disorder (ADHD), Conduct Disorder Internalizing Disorders: Separation Anxiety Childhood Depression</p> <p>7. Other Psychological Problems: Suicide Suicide Attempt During Adolescence</p>	6	<p>Demonstrate understanding developmental norms and processes of growth and change in children and adolescents and distinguish behaviors that are part of normal development from those that are different from normal development.</p>	3, 4
IV	<p>CHILD AND ADOLESCENT INTERVENTION PROCESS:</p> <p>Process Issues in Child Psychotherapy: Parent and Teacher Perceptions of Problem Behaviors</p>	6	<p>Enumerate some particularly critical threats to children's development such as experience of violence and fear; separation from parents or other caregivers; exploitation and abuse; and young people's involvement in fighting forces.</p>	1, 5
V	<p>Preventive Intervention: Risk Factors (Genetic and Biological Factors, Family Environment, Negative Life Events, Intrinsic Child Characteristics) of Protective Factors or Implications for Prevention. The Effectiveness of Preventive Programs (Universal Preventive Intervention)</p>	6	<p>Student will demonstrate the ability to identify psychological problems of Children and Adolescence and critically think and design Interventions for management of problems such as ADHD, Conduct disorders, Suicidal ideation.</p>	5, 6
Practical	<ol style="list-style-type: none"> Children's Curiosity Scale by D. Rajeev Kumar Overt Aggression Test by Preeti Vohra and R. K. Gupta Case studies Developmental Screening Test by Bharat Raj Movie reviews 	30	<p>Student will understand four response alternatives and is meant for school going children of 9 to 14 years of age; learn how to assess aggression of a child; learn about documentation and presentation of Case studies; understand practically that represent behavioral characteristics of respective age levels; and critically analyze movies</p>	3

TEXT BOOKS:

- T1. Morrison-Valfre, M. (2016). *Foundations of Mental Health Care-E-Book*. Elsevier Health Sciences.
- T2. Kurtz, L. F. (2015). *Recovery groups: A guide to creating, leading, and working with groups for addictions and mental health conditions*. Oxford University Press, USA.
- T3. Shonin, E., Van Gordon, W., & Griffiths, M. (Eds.). (2016). *Mindfulness and Buddhist-derived approaches in mental health and addiction* (Vol. 10, pp. 978-3). Springer International Publishing.

REFERENCE BOOKS:

1. Belmont, L. (1986). Screening for severe mental retardation in developing countries: The International Pilot Study of Severe Childhood Disability. In *Science and technology in mental retardation*. (ed. J. Berg), pp. 389-95. Methuen: London.

2. Drummond, M., Sculpher, M., Torrance, G., O'Brien, B. & Stoddart, G. (2005). *Methods for the Economic Evaluation of Health Care Programmes*. Third edition. Oxford University Press: Oxford.
3. Eapen, V., Graham, P. & Srinath, S. (2012). *Where there is no child psychiatrist. A mental Healthcare manual*. Royal College of Psychiatrists: London.

OTHER LEARNING RESOURCES:

1: <https://www.ncbi.nlm.nih.gov/books/NBK73037/>

2: <https://www.youtube.com/watch?v=8YWE-8slcXs>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify the basic issues related to child and adolescence.	1,2,3,
2	Analyze the role of family, peers, schooling, and media context in influencing child and adolescence.	1,2,3,4
3	Identify the psychosocial issues and maladaptive behavior in child and adolescence.	1,2,3
4	Use of therapeutic skills in intervention for developmental and behavioural problems of child and adolescence.	1,2,3,4
5	Learn about the preventive and protective factors in the development of children.	1,2,3,4

SEMESTER – III									
Course Title	ORGANIZATIONAL BEHAVIOR								
Course code	22MAAP204R	Total credits:	3	LT	P	S	R	O/F	C
		Total hours:	30L+ 30P	20	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> 1. To enable students to understand the concept, nature, and history of Organizational Behaviour. 2. To enable students to understand the human interactions in an organization. 3. To familiarize students with the different motivational strategies for enhancing a particular organization's productivity. 4. To help students understand the different sources of conflict in the workplace and strategies to promote organizational harmony. 								

CO1	Develop a foundational knowledge of organizational behaviour.			
CO2	Develop an understanding of human behaviour at work place.			
CO3	Develop and demonstrate leadership skills.			
CO4	Learn about the organizational power, politics and conflict resolution.			
CO5	Grasp an understanding of group development and team work.			
Unit-No.	Content	Contact Hour	Learning Outcome	K L
I	INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR: Meaning, Historical Perspectives, Objectives of OB, Research Methods in OB, Models of OB, Impact of technology on organizational behaviour. Organizational Design. Organizational Culture. Organizational Communication	6	Students will be able to learn about Organizational Behaviour, Organizational Designs, Organizational Culture.	1, 2
II	MOTIVATION IN THE WORKPLACE: Meaning, Content Theories, Process Theories, Reinforcements and Consequences, Money as a motivator, Team Motivation, Job Satisfaction, Performance Appraisal	6	To acquire the Understanding of Process Theories, Job Satisfaction and motivation Performance Appraisal	2, 3
III	LEADERSHIP: Meaning of Leadership, Trait theories of Leadership; Behavioural theories of Leadership, Contingency Theory; Leader-member exchange Theory, Charismatic Leadership Theories, Gender and Leadership, Developing Leadership	6	Will be able to describe good and poor leadership. And examine the pros and cons of leadership styles and topics	3, 4
IV	POWER, POLITICS AND CONFLICT AT WORK: Power in Organization, Sources of Power, Power in action-power tactics, Empowerment, Authority and Leadership, Power and Ethics, Organizational Politics, conflict, causes of conflict, Perspectives on conflict at work, Resolving conflict	6	Will understand why conflict resolution, "crucial conversations," and other higher stakes communication is necessary to study in organizations	1, 5
V	GROUPS AND TEAMS IN THE WORKPLACE: Meaning of groups, Group development, Group properties, Groups and teams, Team roles, High-performing work teams	6	To explain group dynamics and demonstrate skills required for working groups (teambuilding)	5, 6
Practical	1. DiSC Assessment 2. Situation Judgment Tests 3. The Work Stress Questionnaire 4. Job Satisfaction scale 5. Role plays	30	Students will learn about DiSC assessment; assess situation judgement, work stress, and job satisfaction; and learn about role plays	3

TEXT BOOKS:

T1. Luthans,F. (2009).OrganizationalBehavior. NewDelhi:McGrawHill

REFERENCE BOOKS:

- R1. Aamodt, M.G.(2001).IndustrialOrganizationalPsychology.India:CengageLearning.
- R2. Chadha,N.K.(2007).OrganizationalBehavior.NewDelhi:Galgotia Publishers.
- R3. Greenberg,J.&Baron,R.A.(2007).BehaviourinOrganizations(9thEdition.).India:DorlingKindersley.
- R4. Schultz,D.P.,&Schultz,E.S.(2008).PsychologyandWorkToday.NewYork:MacMilanpublishingcompany.
- R5. Singh,N.(2011).IndustrialPsychology.Delhi,India:TataMcGrawhill.Educationprivatelimited

OTHER LEARNING RESOURCES:

1: <https://www.youtube.com/watch?v=r2Xv9Am7PWQ>

2: <https://open.lib.umn.edu/organizationalbehavior/chapter/1-2-understanding-organizational-behavior/>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge of organizational behaviour.	1,3,7,8
2	Develop an understanding of human behaviour at work place.	1,2,3,7,8
3	Develop and demonstrate leadership skills.	1,3,6,7,8
4	Learn about the organizational power, politics and conflict resolution.	1,2,3,6,7,8
5	Grasp an understanding of group development and team work.	1,2,3,6,7,8

SEMESTER – III								
Course Title	OCCUPATIONAL HEALTH PSYCHOLOGY							
Course code	22MAAP205R	Total credits: 3	LT	P	S	R	O/F	C
		Total hours: 30L+30P	20	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil					
Programme	Masters of Arts in Applied Psychology							
Semester	Fall/ III semester of Second year of the Programme							
Course Objectives	<ol style="list-style-type: none"> 1. To understand the relationship between psychological factors and physical health and learn how to enhance well-being. 2. To enable students to understand the human interactions in an organization. 3. To familiarize students with the different motivational strategies for enhancing a particular organization's productivity. 4. To help students to understand the different sources of conflict in the workplace and strategies to promote organizational harmony. 							
CO1	Explain and apply the knowledge of health psychology at workplace.							
CO2	Learn about the theories and models of OHP and its application in work environment.							
CO3	Identify the impact of occupational stressors in health.							
CO4	Use primary, secondary and tertiary interventions to improve Work- Life Balance.							
CO5	Gain insight into the future of Occupational Health Psychology, covering mental and physical health, workplace dynamics and leadership.							
Unit- No.	Content	Contact Hour	Learning Outcome				KL	
I	A Brief History of Occupational Health Psychology. The scope and nature of occupational health and safety. Safety. Welfare. Occupational or work-related ill-health. Environmental protection. Accident. Dangerous occurrence. Hazard and risk. Mental disorder. Alcohol abuse. Depression. Personality disorders. Schizophrenia. Workplace mistreatment. Workplace incivility. Abusive supervision. Workplace bullying. Sexual harassment. Workplace violence.	6	Students will acquire knowledge on the practical problems that employees may face in their professional life.				1, 2	
II	Theories and models in OHP: Application and research on the models.	6	The student has an advanced understanding of relevant theories. Demonstrates the ability to develop relevant research questions, and use theories and empirical studies to answer the research questions.				2, 3	
III	Occupational Safety. Risk Factors in the Physical Work Environment. Occupational Health Psychology and Occupational Safety.	6	Health implications of stressful work, the Impact of Occupational Stressors on Physical and Mental Health				3, 4	

	Individual Antecedents of Safety Performance and Workplace Accidents and Injuries. Situational Antecedents of Safety Performance and Workplace Accidents and Injuries			
IV	Interventions in Occupational Health Psychology. Primary Interventions to Improve Work-Life Balance. Secondary Interventions to Improve Work-Life Balance. Tertiary Interventions to Improve Work-Life Balance. Primary Interventions to Improve Physical Health and Safety. Secondary Interventions to Improve Physical Health and Safety. Tertiary Interventions to Improve Physical Health and Safety. Primary Interventions to Improve Psychological Health and Well-Being. Secondary and Tertiary Interventions to Improve Psychological Health and Well-Being	6	Students will demonstrate the ability to identify any work-related factors that can affect an employee's health and family.	1, 5
V	The Future of Occupational Health Psychology. Mental Health. Physical Health. Aggression in the Workplace. Organizational Climate and Leadership. Works-Family Balance. Interventions in the Workplace	6	The student is able to search for literature in the central databases and critically examine empirical research on Occupational Health Psychology.	5, 6
Practical	1. Case studies on Occupational Psychological problems 2. Myers Briggs 3. Warwick Edinburgh Mental Wellbeing Scale 4. The Work Stress Questionnaire 5. Job Satisfaction Scale	30	Students will learn to present of cases on Occupational Mental Health; demonstrate the ability to assess the personality of the employees; and assess the mental well-being of the employees in an organization, work stress and job satisfaction.	3

TEXT BOOKS:

- T1. Irvin Sam Schonfeld (2002), Occupational Health Psychology, Springer Publishing Company.

REFERENCE BOOKS:

- R1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
R2. Dimatteo, M.R., & Martin L.R. (2011). Health psychology. India: Dorling Kindersley.
R3. Misra, G. (1999). Stress and Health. New Delhi: Concept.
R4. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.). NY: Wiley.
R5. Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.
R6. Christopher J.L. Cunningham and Kristen Jennings Black. Essentials of Occupational Health Psychology Routledge

OTHER LEARNING RESOURCES:

- 1: <https://www.apa.org/pubs/journals/ocp/>

2: <https://www.youtube.com/watch?v=o91mhrFSc-M>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Explain and apply the knowledge of health psychology at workplace.	1,2,3,5,7,8
2	Learn about the theories and models of OHP and its application in work environment.	1,2,3,5,7,8
3	Identify the impact of occupational stressors in health.	1,2,3,5,7,8
4	Use primary, secondary and tertiary interventions to improve Work- Life Balance.	1,2,3,5,7,8
5	Gain insight into the future of Occupational Health Psychology, covering mental and physical health, workplace dynamics and leadership.	1,2,3,5,7,8

SEMESTER – III									
Course Title	HUMAN RESOURCE MANAGEMENT								
Course code	22MAAP206R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30L+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	1.Thecourseisdesignedtogivestudentsaninsightintotheoreticaland practicalperspectives,concepts,issues,andpracticesinHumanResourceManagement 2.ToUnderstandtheevolutionofHRM. 3.ToUnderstandthechallengesofHRMandlimitations								
CO1	Understand the evolution of HRM along with its challenges and limitations								
CO2	Comprehend the various aspects and nature of HRP.								
CO3	Develop a comprehensive grasp of concepts essential for effective human resource acquisition.								
CO4	Gain knowledge to contribute to the strategic development and management of human resources.								
CO5	Develop a foundational knowledge of Human Resource Development (HRD) with a focus on the Indian industry.								
Unit-No.	Content	Contact Hour	Learning Outcome					K L	
I	Introduction to Human Resource Management. 1. History and evolution oftheconceptof HRM 2. HRM:Definition,nature,scope,objec tivesandimportance,ModelofHRM 3. Policies,proceduresandprograms of HRMRoleofanHRpractitioner 4. Strategic HRM VsTraditionalHRM 5. HRM: Line and staffaspects 6. HRM: currentchallengesandlimitations	6	Studentwillgainanunderstanding ofHumanResourceManagement andPersonnelManagement					1,2	
II	Human ResourcePlanning(HRP) 1. Human ResourcePlannin g:Objectives,Importance,Process ofHRP 2. MethodsandtechniquesofHRPJob Analysis:Natureanduseofjoban alysis, methods of jobanalysis, 3. ProcessofjobanalysisJob Description (JD), JobSpecification(JS)andRoleAn alysis 4. Jobdesign:Nature,techniquesforde signingjobs	6	KnowingtheMethodsandtechnique sofHRPJobAnalysis;JobDesign,Na tureandTechniquesofJobDesign					2,3	
III	AcquisitionofHumanResources: 1. Recruitment:Definition,Processa ndmethods,policiesandprocedure s, 2. Limitations,externalvs.internal	6	Gainunderstanding OfRecruitment,Limitations,Inducti onandPlacementandInternalMobili ty					3,4	

	<p>recruitment Selection: Purpose, processes and methods</p> <p>3. Induction and placement: Aims and objectives of placement, induction/orientation</p> <p>4. Internal mobility: Concept, transfer and employee separations</p>			
IV	<p>Development and Management of Human Resources</p> <p>1. Training: Need and significance</p> <p>2. Executive development: Nature and concept, importance, the process of executive development, methods of conducting an executive development program</p> <p>3. Career Management: Nature and concept, stages of career management</p>	6	Students will understand the need and significance of training; the process of Executive Development and Career Management.	1,5
V	<p>HRD in India: Evolution of the concept of HRD, Principles of HRD systems, and HRD in the Indian industry</p>	6	Gain understanding of the Principles of HRD systems in the context of the Indian Industry.	5,6
Practical	<p>1. DiSC Assessment</p> <p>2. Situation Judgment Tests</p> <p>3. Myers Briggs</p> <p>4. The Work Stress Questionnaire</p> <p>5. Job Satisfaction scale</p>	30	Students will learn about DiSC assessment; will learn to assess situation judgement, personality, work stress, and job satisfaction.	3

TEXT BOOKS:

1. Decenzo, D.A. & Robbins, S.P. (2002). Human Resource Management. New York, US: John Wiley and Sons Inc.
2. Decenzo, D.A., & Robbins, S.P. (2007). Fundamentals of human resource management (9th ed.). New York: John Wiley & Sons, Inc.
3. Dessler, G., & Varkkey, B. (2009). Human Resource Management. 11th ed, New Delhi; Pearson Education Ed.

REFERENCE BOOKS:

- R1. Gary, D. (2009). Dessler. A Framework for Human Resource Management (5th Ed.). Pearson/Prentice Hall Publishing.
- R2. Rao, V.S.P. (2005). Human Resource Management: Text and Cases (2nd Ed). New Delhi, India: Excel books.
- R3. Chandra, Harish (2006). Human Resource Development, New Delhi: Rawat.
- R4. Mathur, B.L. (1989) Human Resource Development Strategies, Approaches and Experiences. Jaipur: Arihant

OTHER LEARNING RESOURCES:

https://www.udemy.com/course/introduction-to-human-resource-management/?utm_source=bing&utm_medium=udemyads&utm_campaign=BG-Search_DSA_Beta_Prof_la.EN_cc.India&campaigntype=Search&portfolio=Bing&language=EN&product=Course&test=&audience=DSA&topic=&priority=Beta&utm_content=deal4584&utm_term=.ag_1324913899911579.ad.kw_Business+en.de.c.dm.pl.ti.dat-2334606783826986%3Aloc-90.li_148923.pd.&matchtype=b&msclkid=6b71bf17675e13c0c655d9a04faf9212&couponCode=LEARNNOWPLANS

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the evolution of HRM along with its challenges and limitations	1,3,5
2	Comprehend the various aspects and nature of HRP.	1,2,5
3	Develop a comprehensive grasp of concepts essential for effective human resource acquisition.	1,2,5
4	Gain knowledge to contribute to the strategic development and management of human resources.	1,2,3,5
5	Develop a foundational knowledge of Human Resource Development (HRD) with a focus on the Indian industry.	1,2,3,5

SEMESTER – III									
Course Title	ENVIRONMENTAL PSYCHOLOGY								
Course code	22MAAP207R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30L+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> 1. To familiarize students with the interrelationships between man and the environment 2. To enable students to understand the various environmental challenges and how these are affecting mankind. 3. To facilitate understanding of how the physical aspects of the environment affect an individual's cognition, behavior, and well-being 								
CO1	Gain an understanding of environmental psychology and factors influencing environmental perceptions and behaviors in the Indian context.								
CO2	Develop an understanding of the theories, attitudes, and roles in environmental perception and cognition.								
CO3	Recognize and evaluate environmental stressors and propose effective preventive measures.								
CO4	Develop a comprehensive understanding of the psychological and behavioral aspects of crowding, personal space, and territoriality.								
CO5	Gain a well-rounded understanding of diverse approaches to environmental protection and conservation.								
Unit -No.	Content	Contact Hour	Learning Outcome				KL		
I	INTRODUCTION: Definition, nature and scope of environmental psychology, Indian perspective of man-environment relationship.	6	Students will gain an understanding about the inter-relationships between man and environment				1,2		

II	ENVIRONMENTAL PERCEPTION AND COGNITION: Theories of environment-behavior relationship, Environmental Attitude, Role and functions of environmental psychologists.	6	Gain insight into the Theories of Environment-Human Relationships; Role of Environmental psychologists	2,3
III	ENVIRONMENTAL STRESSORS: Natural and Man-Made disasters: Meaning and difference between natural & technological disasters, Sources, Consequences and Impact on Psychological and Physical Health, Preventive measures.	6	Students will understand the various environmental challenges and how these are affecting mankind.	3,4
IV	CROWDING: Nature and characteristics, feature, effects of crowding on human and animals. Personal Space and territoriality: Nature, Function and determinants of personal space, Consequences of personal space invasion, territoriality & aggression.	6	Students will know the effects of Crowding; Consequences of personal space invasion, territoriality & aggression.	1,5
V	ENVIRONMENTAL PROTECTION AND CONSERVATION: Environmental education, Role of Media, community and NGO's contribution.	6	Students will demonstrate the ability to identify psychological barriers to pro-environmental actions and apply psychological perspectives to environmental issues	5,6
Practical	<ol style="list-style-type: none"> Active Participation in discussions Quiz Research paper on Environmental Issues and its impact on society PowerPoint presentation of an Environmental Intervention Making up recycled products 	30	It will help students to stay motivated and participate in the classroom, increasing their knowledge on current trends and subject areas, exploring the interest and inputs on doing something to save the mother nature, stay connect with the class and gain insights, and understand the importance to choose consciously to save for the future in many ways.	4,5,6

TEXT BOOKS:

T1. Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). Environmental Psychology, Texas: Harcourt, Inc.: Fort Worth.

REFERENCE BOOKS:

- R1. Cialdini, R.B. (2003). Crafting normative messages to protect the environment, Current Directions in Psychological Science.
- R2. Fisher, J.D., Bell, P.A., and Baum, A. (1984). Environmental Psychology. New York: Holt, Rinehart and Winston.
- R3. Gallagher, W. (1994). The Power of Place. New York: Harper Perennial
- R4. Holahan, C.J. (1982). Environmental Psychology. New York: Random House

OTHER LEARNING RESOURCES:

1: <https://positivepsychology.com/environmental-psychology/>

2: <https://www.youtube.com/watch?v=nEqMmC4yZQo>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain an understanding of environmental psychology and factors influencing environmental perceptions and behaviors in the Indian context.	1,2,5,6,7,8
2	Develop an understanding of the theories, attitudes, and roles in environmental perception and cognition.	1,2,5,6,7,8
3	Recognize and evaluate environmental stressors and propose effective preventive measures.	1,2,5,6,7,8
4	Develop a comprehensive understanding of the psychological and behavioral aspects of crowding, personal space, and territoriality.	1,2,5,6,7,8
5	Gain a well-rounded understanding of diverse approaches to environmental protection and conservation.	1,2,5,6,7,8

SEMESTER – III								
Course Title	SOCIAL PSYCHOLOGY							
Course code	22MAAP208R	Total credits: 3	IT	P	S	R	O/F	C
		Total hours: 30L+ 30P	20	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil					
Programme	Masters of Arts in Applied Psychology							
Semester	Fall/ III semester of Second year of the Programme							
Course Objectives	1. To acquaint the students with the basic concepts related to the field of social psychology. 2. To familiarize students with the nature and scope of social psychology. 3. To understand the theoretical assumptions underlying the different constructs of social psychology. 4. To enable students to assess and understand the social world that we live in.							
CO1	Develop a foundational understanding of social psychology and cognition, applying psychological principles to various social contexts.							
CO2	Recognize and analyze instances of social influence in various settings and contexts.							
CO3	Apply psychological principles of attitudes and prosocial behavior to diverse social contexts.							
CO4	Acquire insights into the dynamics of interpersonal dynamics.							
CO5	Apply social psychology principles to address societal challenges proactively.							
Unit-No.	Content	Contact Hour	Learning Outcome				KL	
I	INTRODUCTION TO SOCIAL PSYCHOLOGY AND SOCIAL COGNITION: Meaning & Definition of Social Psychology, Nature and Scope of Social Psychology, Research Methods used in Social Psychology. Social Cognition: Meaning, Schemas - Impact of Schemas on social cognition, Priming, Heuristics, Models of Social Thought, Potential Sources of Error in Social Cognition, Affect and Cognition. Social Perception: Definition, different channels of nonverbal communication, Attribution-theories and attribution bias.	6	Describe and assess the basic psychological theories, principles, and concepts explaining social cognition, Impact of Schemas on Social cognition, Priming Heuristics, Model of Social thought				1,2	
II	SOCIAL INFLUENCE: Meaning, types of Social Influence: Conformity: Meaning, factors affecting conformity; Cohesiveness, Group Size and Types of Social Norms. The Bases of Conformity: Normative Social Influence and Informational Social Influence; Cognitive Consequences of Conformity. Compliance: Techniques used for gaining compliance & Obedience.	6	Explain the Types of Social influence, factors affecting conformity; the basis of conformity, Compliance and Obedience				2,3	
III	ATTITUDES AND PROSOCIAL BEHAVIOUR: Introduction, Attitude formation. Attitude development, Theories of Attitude, Attitude and behaviour, the fine art of persuasion, Resisting Persuasion and Cognitive Dissonance. Prosocial Behaviour: Meaning, motives behind prosocial behaviour, Personality and Prosocial behaviour	6	Assess the various social relationships and its significance in influencing the making of Self and behavior in social spaces				3,4	

	our, Psychology of Bystander's, Factors affecting decision to help, Emotions and Prosocial Behaviour.			
IV	INTERPERSONAL ATTRACTIONS & CLOSE RELATIONSHIPS, GROUPS AND INDIVIDUALS: Interpersonal Attraction; Meaning, Internal and external determinants of interpersonal attraction. Close Relationships: Family and friends Sternberg's Triangular theory of Love. Groups and Individuals: Meaning, characteristics, Group formation, Task Performance of Behaviour, Drive theory of social facilitation, social loafing, Group decision making, Groupthink.	6	To be aware of the determinants of interpersonal attraction. Closer relationships; Group formation and Group decision making	1,5
V	SOCIAL PSYCHOLOGY IN ACTION: Leadership, job satisfaction and achievement orientation in world of work Population Psychology personal space, crowding and territoriality Environmental Psychology – poverty, violence and environmental health hazards Ethnic diversity and gender diversity	6	Demonstrate the development of relevant social skills to be an observer, facilitator and participating group processes.	5,6
Practical	<ol style="list-style-type: none"> 1. Multidimensional Perceived Social Support Scale 2. Jenness Experiment on Conformity 3. Liebowitz Social Anxiety Scale 4. Group Discussion 5. Role Play 	30	It will help students improve their psychological health through its effect on self-worth, sense of security and belonging, which are components of higher self-esteem. The students will be able to examine conformity, and social anxiety. Students will be able to communicate and get to know each other. Students will be able to showcase their talents and show their individuality	1, 2, 3, 4, 5, 6

TEXT BOOKS:

- T1. Baron, R.A., & Bryne, D., (1990). Social Psychology (8th Edition.) New Delhi: Prentice Hall of India.
- T2. Burke, P.J., (2006). Contemporary Social Psychological Theories. Stanford Social Sciences.
- T3. Delamater, J., (2003). Handbook of Social Psychology. New York: Kluswer Academic.

REFERENCE BOOKS:

- R1. Hogg, A.M., (2003). Social Psychology. (Vol. I-IV). London: Sage.
- R2. Moghaddan, F.D., (1998). Social Psychology. New York: W.H.
- R3. Myers, D.G., (2002). Social Psychology. (7th Edition.) New York: McGraw Hill Companies.
- R4. Taylor, S.E., Peplau, L.A., & Sears, D.O., (2006). Social Psychology.

- (12th Edition). New Delhi: Pearson Prentice-Hall of India Pvt. Ltd.
- R5. Baron, R.A., & Bryne, D., (1990). Social Psychology (8th Edition.) New Delhi: Prentice Hall of India.
- R6. Burke, P.J., (2006). Contemporary Social Psychological Theories. Stanford Social Sciences.
- R7. Delamater, J., (2003). Handbook of Social Psychology. New York: Kluswer Academic

OTHER LEARNING RESOURCES:

1: <https://www.simplypsychology.org/social-psychology.html>

2: <https://www.youtube.com/watch?v=5sPTDmzgJM>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational understanding of social psychology and cognition, applying psychological principles to various social contexts.	1,2,5,7,8
2	Recognize and analyze instances of social influence in various settings and contexts.	1,2,5,7,8
3	Apply psychological principles of attitudes and prosocial behavior to diverse social contexts.	1,2,3,7,8
4	Acquire insights into the dynamics of interpersonal dynamics.	1,3,5,7
5	Apply social psychology principles to address societal challenges proactively.	1,2,3,5,7,8

SEMESTER – III									
Course Title	GENDER, SEX, AND SEXUALITY								
Course code	22MAAP209R	Total credits: 3 Total hours: 30L+ 30P	L	T	P	S	R	O/ F	C
			2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Fall/ III semester of Second year of the Programme								
Course Objectives	<p>1 Review concepts of informed choice, informed consent, and confidentiality.</p> <p>2 Identify personal biases, assumptions, and judgments concerning others' gender, gender expression, sexuality, sexual expression, relationships, and sexual behaviour.</p> <p>3 Identify different forms of family structures; organs, and reproductive systems of diverse human bodies, and their responses to sexual arousal</p>								
CO1	Understand the complexities surrounding the complexities of sex and gender in various societal contexts.								
CO2	Gain a comprehensive understanding of the societal dimensions of sex and sexuality.								
CO3	Develop an understanding of the biological and societal factors influencing sex differences and roles.								
CO4	Gain an understanding of the biological and societal complexities associated with reproductive diversity.								
CO5	Develop the skill to analyze the diverse facets of human sexualities in biological and cultural contexts.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	<p>ORIGINS OF SEX & GENDER</p> <p>1. Why are there sexes?</p> <p>2. Define and differentiate between sex and gender</p> <p>3. Define and discuss what is meant by gender identity</p>	6	Analyze how concepts of gender and sexuality are created, maintained, and/or challenged through embodiment, cultural representations, and/or social organization					1,2	
II	<p>Understand different attitudes associated with sex and sexuality. Define sexual inequality in various societies. Discuss theoretical perspectives on sex and sexuality</p>	6	Describe the social construction of gender and sexuality and explain how these constructions are shaped by the time, location, and culture that they are situated in.					2,3	
III	<p>SEX DIFFERENCES AND SEX ROLES</p> <p>1. Sexual selection and the evolution of sex differences and roles: a current biological perspective</p>	6	Explain the influence of socialization on gender roles in Canada. Understand the stratification of gender in major North American institutions. Describe gender					3,4	

	2. Gender bias and sex role socialization			
IV	REPRODUCTIVE DIVERSITY: CAUSES AND CONSEQUENCES <ol style="list-style-type: none"> 1. Sexual diversity: determination, development and reproduction 2. Social implications of reproductive biology 	6	Have an understanding of Reproductive diversity, social implications of reproductive biology	1,5
V	SEXUALITIES <ol style="list-style-type: none"> 1. Primate sexuality: humans in the evolutionary context 2. Cultural variation in sex norms 3. Sexual Orientation: 	6	Demonstrate the ability to explain humans in an evolutionary context, and cultural variation in sex norms. LGBTQIA-emerging issues Ability to critically examine cases and actively engage in discussions with a scientific outlook.	5,6
Practical	<ol style="list-style-type: none"> 1. Open Discussion on Gender Differences 2. Role Play 3. Quiz 4. Case Study 5. Sharing from student's own experiences and perspective 	15	Students will be able to share their perspectives, interact and learn from different people, keep on trends and update themselves, and will be able to get new insights from different points of view from their class fellow on gender, sex, and roles	1, 2, 3, 4, 5, 6

TEXT BOOKS:

T1. Butler, O. 1984. "Bloodchild." In Blood Child and Other Stories. 2005. New York: Seven Stories Press. Blackboard.

REFERENCE BOOKS:

R1. LeGuin, U. 1995. "Coming of age in Karhide." In The Birthday of the World and Other Stories. 2003. New York: Harper Perennial. Blackboard.

R2. Zimmer, C. 2009. On the origin of sexual reproduction. Science, 324(5932):1254-1256. BU Library Online.

R3. Hamilton, Laura. 2007. "Trading on heterosexuality: College women's gender strategies and homophobia." Gender & Society 21:145-72. BU Library Online. • Martin, P.Y. & R. A. Hummer. 1989. "Fraternities and Rape on Campus." Gender and Society 3:457-73. BU Library Online. READ pgs.466-469, "Fraternities' Commodification of Women."

OTHER LEARNING RESOURCES:

1: <https://opentext.wsu.edu/psychology-of-gender/chapter/chapter-1/>

2: <https://www.youtube.com/watch?v=aCnsPcOCGNk>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the complexities surrounding the complexities of sex and gender in various societal contexts.	1,2,3,7
2	Gain a comprehensive understanding of the societal dimensions of sex and sexuality.	1,2,3,7
3	Develop an understanding of the biological and societal factors influencing sex differences and roles.	1,2,3,7
4	Gain an understanding of the biological and societal complexities associated with reproductive diversity.	1,2,3,7
5	Develop the skill to analyze the diverse facets of human sexualities in biological and cultural contexts.	1,2,3,7

SEMESTER – IV									
Course Title	Clinical supervised internship-IV								
Course code	22MAAP211R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	0	0	0	0	12	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ IV semester of Second year of the Programme								
Course Objectives	1. To acquire professional skills as a psychologist in a multidisciplinary context. 2. To engage and understand mental health issues faced in real-world scenarios. 3. To apply theoretical knowledge of intervention techniques practically within the organization.								
CO1	Gain ethical theoretical and practical knowledge in the practice of clinical psychology with clients.								
CO2	Understand the complexities of human behaviour and human and global health challenges								
CO3	Demonstrate the skills of problem-solving, critical thinking, organized reasoning, Intellectualcuriosity and flexibility								
CO4	Learn to use supervision and consultation appropriately.								
CO5	Implement the knowledge gain from the clinical internship exposure in real world.								

REFERENCE BOOKS:

R1: World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines (Vol. 1). World Health Organization.

R2: Harris, O. J., & Hartman, S. J. (2001). Organizational behavior. Psychology Press.

R3: Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (2013). Measures of personality and social psychological attitudes: Measures of social psychological attitudes (Vol. 1). Academic Press.

OTHER LEARNING RESOURCES:

The students will be going to Organizations/NGO/Rehabilitation centres for one day in a week besides their regular theory classes. Every week they will submit their internship reports and meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain ethical theoretical and practical knowledge in the practice of clinical psychology with clients.	1,3,4,6,
2	Understand the complexities of human behaviour and human and global health challenges	1,3,6,7,8
3	Demonstrate the skills of problem-solving, critical thinking, organized reasoning, Intellectual curiosity and flexibility	1,2,3,4
4	Learn to use supervision and consultation appropriately.	4,5,6,8
5	Implement the knowledge gain from the clinical internship exposure in real world.	1,2,3,5,8

SEMESTER – IV									
Course Title	RESEARCH(DATAANALYSIS/DOCUMENTATION-R4)								
Course code	22MAPR221R	Total credits: 12	L	T	P	S	R	O/F	C
		Total hours:	0	0	20	4	8	0	12
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ IV semester of Second year of the Programme								
Course Objectives	6. To understand the use of different method of research methodology. 7. To enhance innovative idea. 8. To inform students about the basics of scientific research in applied psychology. 9. To make them learn the qualitative and quantitative research design and processing data.								
CO1	Identify research data and analyze it.								
CO2	Familiar with learn relevant reviews and journals								
CO3	Understand the Documentation of data process								
CO4	Justification of crude data of quantitative and qualitative								
CO5	Synthesize the etic and emic process of research								

Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Introduction, Defining all the variables Undertaken	15	Student will be able to understand the topic	2, 3
II	Review of related literature, objectives & Hypothesis	15	Students will review the literature	1, 2, 3
III	Methodology	15	Students will understand and write the methodology	2, 3
IV	Results and Discussion	15	Students will be able to write and discuss the results	3, 4
V	Summary, Conclusion, and Recommendations for Further Research	15	Students will be able to write the summary and conclusion.	

TEXT BOOKS:

1. Cozby, Paul, Bates, Scott. Methods in behavioural research, 13th Edition, McGraw Hill.
2. Luck, David J and Rubin, Ronald S., Marketing Research, Seventh edition, Prentice Hall of India

REFERENCE BOOKS:

1. Aaker, David A; Kumar V and George S., Marketing Research, Sixth edition, John Wiley & Sons
2. Boyd, Harper W, Westphall, Ralph & Stasch, Stanely F, Market Research – Text & Cases, Richard D. Irwin Inc. Homewood, Illinois.

OTHER LEARNING RESOURCES:

<https://bcs.wiley.com/he-bcs/Books?action=contents&itemId=0471203661&bcsId=1671>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES:

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify research data and analyze it.	1,2,3,5,6
2	Familiar with learn relevant reviews and journals	1,2,5,6
3	Understand the Documentation of data process	1,2,3,4,5,6
4	Justification of crude data of	1,2,3,4,5,6

	quantitative and qualitative	
5	Synthesize the etic and emic process of research	1,2,3,4,5,6

SEMESTER – IV									
Course Title	PEACE PSYCHOLOGY								
Course code	22MAAP223R	Total credits: 3 Total hours: 30L+ 30P	L	T	P	S	R	O/F	C
			20		2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ IV semester of Second year of the Programme								
Course Objectives	<p>1 Understand the foundational principles and theories of peace psychology, including its historical development and key concepts.</p> <p>2 Analyze the psychological factors contributing to conflict escalation, resolution, and reconciliation at individual, interpersonal, and societal levels.</p> <p>3 Evaluate the role of various psychological interventions, such as conflict resolution techniques, trauma healing, and intergroup dialogue, in promoting peace and preventing violence.</p> <p>4 Apply knowledge of peace psychology principles to real-world situations, developing strategies for fostering positive social change, promoting empathy, and building sustainable peace.</p>								
CO1	Gain insights into peace psychology and diverse philosophical perspectives on peace and non-violence.								
CO2	Analyze and development of research and analytical skills, enabling students to think critically about the concept of peace using different psychological theories.								
CO3	Gain a comprehensive knowledge about concept of violence, causes and consequences of specific instances of violence.								
CO4	Gain an understanding about ideas and goals of peace building processes and interventions, its importance to maintain peace among international community.								
CO5	Develop a comprehensive understanding of the structural, process-oriented, and integrated frameworks of peace building.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	<p>INTRODUCTION</p> <p>1. Peace Psychology: nature, scope, and relevance</p> <p>2. Key concepts: Peacemaking, Peace keeping, Peacebuilding, Conflict resolution, Conflict prevention, Conflict transformation.</p> <p>3. The great peacemakers: Martin Luther King Jr, Nelson</p>	6	Students will be able to articulate and define the core concepts and methods involved in peace psychology.				1,2		

	Mandela, Malala Yousafzai, 4. Nonviolence through the Indian perspective: Gandhi, Ambedkar			
II	PSYCHOLOGICAL UNDERSTANDING OF PEACE AND CONFLICT 1. Psychoanalytical – Freud, Vamik Volkan 2. Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali. 3. Psycho-cultural Interpretations – Marc Howard Ross.	6	Analyze and apply the theoretical dimension of peace psychology in real life setting to explain the meaning, need, aim, scope, and Relevance of peace psychology in present times.	2,3
III	UNDERSTANDING VIOLENCE 1. Causes of violence and its consequences (Case study of 1984 Sikh riots, Kandhamal riots, Gujarat riots, caste discrimination and anti-Dalit violence, NE India perspective). 2. Direct Violence: Violence against Minorities Genocide Terrorism. 3. Structural Violence: Women and Children Human Rights violation. 4. Conflict history and cycles: WW-I, WW-II, The Cold War	6	To examine the concept of structural violence and its impact on individuals, groups, and communities. To become familiar with the importance of and the strategies involved in understanding the various aspects of conflict including partisan perceptions.	3,4
IV	PEACE BUILDING AND PEACE MAKING INTERVENTIONS 1. Structure, Process, an integrated framework for peacebuilding. 2. Specific conflict resolution approaches are Negotiation, Mediation, Conciliation, Arbitration, and Adjudication. 3. Reconciliation and Issues of Forgiveness. 4. War Ethics and Geneva Convention 5. Role of media in conflict resolution	6	Analyze the role of psychology in understanding of peace and conflict and in peace making and peace building	1,5
V	PEACE THROUGH PERSONAL TRANSFORMATION 1. Inner peace and peacemakers; the ambivalence of the sacred; 2. Experimenting with our lives: Assertion forgiveness, meditation; 3. Dynamics of	6	Students will demonstrate the ability to practically apply Psychology for inner transformation for a peaceful life.	5,6

	personal commitment. 4. The practice of nonviolence in families.			
Practical	1. Valued Living Questionnaire (VLQ). Author: Kelly Wilson & Groom 2. Role Play 3. Quiz/Current Trends 4. Case Study of different peacemakers 5. Sharing from student's own experiences and perspective	15	Students will learn to use The Valued Living Questionnaire that systematically assesses the extent to which individuals regard their values and incorporate them into daily actions. They will also be able to interact and learn from different people, Will be able to keep on trends and update themselves, and Will be able to get new insights from different points of view from their class fellow on gender, sex, and roles.	3

TEXT BOOKS:

- T2. Blumberg, H.H., Hare, A.P., & Costin, A. (2006). Peace Psychology: A Comprehensive Introduction. Cambridge University Press
- T3. Christie, D.J., Wagner, R.V., & Winter, D. (2008). Introduction to Peace Psychology. A Book; Reprint Edition
- T4. Herbert, H., Hare, P.A., & Costin (2009) A Peace Psychology: A Comprehensive Introduction, Cambridge.

REFERENCE BOOKS:

- R7. Christie, D.J., Wagner, R.V., & Winter, D. (2001). Introduction to Peace Psychology.
- R8. Abrahams, N. (2001). Intimate Violence.
- R9. Langholtz, H.J. (1998). The evolving psychology of peacekeeping. In H.J. Langholtz (Ed.). The psychology of peacekeeping (pp. 3-16). Westport, CT: Praeger Publishers.

OTHER LEARNING RESOURCES:

1: Selected readings to be provided on reserve in the library - each noted below. Go to Reserve to download the articles in PDF format - <http://ereserves.webster.edu/eres/>

2: <https://psycnet.apa.org/record/2002-17740-000>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain insights into peace psychology and diverse philosophical perspectives on peace and non-violence.	1,3,5,7,8
2	Analyze and development of research and analytical skills, enabling students to think critically about the concept of peace using different psychological theories.	1,2,3,5,7,8

3	Gain a comprehensive knowledge about concept of violence, causes and consequences of specific instances of violence.	1,2,3,5,7,8
4	Gain an understanding about ideas and goals of peace building processes and interventions, its importance to maintain peace among international community.	1,2,3,5,7,8
5	Develop a comprehensive understanding of the structural, process-oriented, and integrated frameworks of peace building.	1,2,3,5,7,8

SEMESTER – IV										
Course Title		STRESS MANAGEMENT AND WELL-BEING								
Course code	22MAAP224R	Total credits: 3		L	T	P	S	R	O/F	C
		Total hours: 30L+ 30P		2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil							
Programme	Masters of Arts in Applied Psychology									
Semester	Winter/ IV semester of Second year of the Programme									
Course Objectives	1. Students can explain the detrimental role stress plays in both physiological and psychological health 2. Students will be able to define and practice specific stress management techniques. 3. Students will be proficient at how stress affects their personal health, and will know how to better manage their own stress.									
CO1	Develop a foundational knowledge in stress and stress management.									
CO2	Acquire a holistic understanding of sources of stress and the importance of mental health management.									
CO3	Recognize and address the physiological, psychological, and social aspects of stress in individuals and communities.									
CO4	Recognize, evaluate, and address stressors using adaptive coping strategies in various contexts.									
CO5	Demonstrate the ability to facilitate stress management and promote well-being using a variety of evidence-based approaches.									
Unit-No.	Content	Contact Hour	Learning Outcome					KL		
I	Introduction to Stress (i) Introduction to stress: Meaning, Definition, Eustress, Distress, (ii) Types of stress: Acute stress, Episodic Acute stress and chronic stress, signs, and Symptoms	6	Evaluate the main life stressors, and relate the theories and empirical findings to the underpinnings and development of this scientific field.					1,2		
II	Sources of stress (i) Psychological, Social, Environmental (ii) Academic, Family and Work stress	6	Demonstrate an in-depth understanding of the physiological and psychological responses to stress in humans.					2,3		
III	Impact of stress (i) Physiological Impact of stress- Autonomic Nervous System Changes, Changes in Brain, General adaptive syndrome (GAD), Quality of sleep, Diet, and Health effects (ii) Psychological Impact of stress - Impaired Mental functions, Poor memory (iii) Social Impact of stress-	6	Critically evaluate the process of stress, strain, and well-being in various domains of the life cycle, as well as within the context of various interpersonal relationships and cultural settings.					3,4		

	Stressful Life Events, Social support and health			
IV	Stress Response - 'Fight or Flight' Response, Stress warning signals	6	To demonstrate the ability to examine Stress in the context of the Stress Theories.	1,5
V	Coping Mechanisms: - 1. Coping Mechanisms: Appraisal focused, Emotional focused and Problem focused. 2. Stress Reduction Techniques: (a) Autogenic Training (b) Biofeedback (c) Relaxation (d) Yoga and Meditation	6	Critically discuss strategies and techniques for decreasing stressful behaviors.	5,6
Practical	10. The Stress and Well-Being Assessment (SWBA) 11. Generalized Anxiety Disorder 7-item (GAD-7) 12. T-Group 13. Box Breathing 14. Sharing from student's own experiences and perspective	15	Students will learn to assess tests to measure stress, well-being, and anxiety; learn stress/anxiety management techniques. They will learn to conduct intensive group discussion and such interactions are used to increase individual awareness of self and others. They will be able to get new insights from different points of view from their class fellow on Mental health and self-care	3

TEXT BOOKS:

- T2. Greenberg, Jerrold, S. Comprehensive Stress Management. NY: McGraw-Hill, latest edition.

REFERENCE BOOKS:

- R4. Acker, S., and Armenti, C. (2014). Sleepless in Academia. *Gender and Education*, 16 (1) 3-24.
- R5. Band, E., & Weisz. (1988) How to feel better when it feels bad: Children's Perspectives on Coping with Everyday Stress. *Developmental Psychology*, 24, 247-53.
- R6. Bevan, S., Brinkley, I., Bajorek, R., & Cooper, C.L. (2018). *21st Century Workforces and Workplaces*. London: Bloomsbury Business.
- R7. Burke, R.J. (1984) Beliefs and Fears Underlying Type A Behaviour: What makes Sam run so fast and aggressively? *Journal of Human Stress*, 10, 174-182.
- R8. Cooper, C.L., Field, J., Goswami, U., Jenkins, S. (2009). *Mental Capital and Wellbeing*. Oxford: Wiley-Blackwell.
- R9. Cooper, C.L. (2009). *Stress and Wellbeing*. Wiley Publication.

OTHER LEARNING RESOURCES:

1. The British Psychological Society www.bps.org.uk
2. The American Institute of Stress www.stress.org
3. The American Psychological Association www.apa.org

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop a foundational knowledge in stress and stress management.	1,6,7,8
2	Acquire a holistic understanding of sources of stress and the importance of mental health management.	1,6,7,8
3	Recognize and address the physiological, psychological, and social aspects of stress in individuals and communities.	1,3,7,8
4	Recognize, evaluate, and address stressors using adaptive coping strategies in various contexts.	1,3,7,8
5	Demonstrate the ability to facilitate stress management and promote well-being using a variety of evidence-based approaches.	1,3,6,7,8

SEMESTER – IV								
Course Title	GROUP AND TEAM EFFECTIVENESS							
Course code	22MAAP225R	Total credits: 3	IT	P	S	R	O/F	C
				Total hours: 30L+ 30P	20	2	0	0
Pre-requisite	Nil		Co-requisite	Nil				
Programme	Masters of Arts in Applied Psychology							
Semester	Winter/ IV semester of Second year of the Programme							
Course Objectives	<ol style="list-style-type: none"> 1. To explore the behaviour of individuals in the organizational context especially group and team behavior. 2. To identify job satisfaction and leadership as effective organizational components. 3. To introduce the concept of social skills and the importance of social skills in the workplace. 4. To identify the various types of teams and leadership styles 							
CO1	Understanding the concept of group, its components, its purpose, objectives and pattern of interaction with members.							
CO2	Develop knowledge about building effective groups, develop group thinking, stages of building groups and its hindrances and team leadership.							
CO3	Identify and Analyze the various team role, its importance to maintain trust, shared vision, goals and achieve shared and effective goals.							
CO4	Understanding the concept of conflict, its nature, management techniques, building consensus, articulate principles and develop interventions							
CO5	Develop team leadership skills, managing teams and its members, team processes and maintain team effectiveness.							
Unit-No.	Content	Contact Hour	Learning Outcome				KL	
I	Introduction to group and its dynamics, role of leadership and team building.	6	Students will be able to become familiar with the current dynamics of groups and teams in an organization by combining elements that make an effective team				1,2	

II	Groups and teams. Difference between groups and teams. Hindrance in team building; Groupthink; Indian societal stereotypes and prejudice. Building effective teams: Stages of team building and issues at each stage. Creating a balanced team:	6	Demonstrate the ability to know the difference between groups and teams; build effective teams and stages of team building.	2,3
III	Team roles; Establishing trust in teams. Shared vision/mission of the team: Goal clarification in teams. Gaining commitment in teams.	6	Students will be able to become familiar with the current dynamics of groups and teams in an organization by combining elements that make an effective team	3,4
IV	Conflicts in groups and teams. Nature and causes of conflict: Resource scarcity. Managing conflicts: Jugal; Consensus building; Keeping relationships above goals; Negotiation; Third party intervention; Face saving for self and others. Importance of superordinate goals.	6	Students will be able to understand the concept of conflict and its implications on team effectiveness.	1,5
V	Developing skills for team management Team leadership skills: Process intervention and structural intervention. Skills for managing different types of teams: Homogeneous & heterogeneous teams; Self-managed; Virtual teams and project teams. Managing interdependence: Intergroup and team relations. Linking team processes to team effectiveness	6	Gain knowledge of developing skills for managing different types of teams.	5,6
Practical	6. Group Discussion/work 7. Role Play 8. Team Work 9. The human knot Activity 10. Activities	30	This will help the students to understand the importance of small help and positive words to achieve a goal; to interact and learn from different people; help in building and enhancing growth and productivity; and engage with each other in learning Tasks. The purpose of the human knot puzzle is to gain team.	3

TEXT BOOKS:

- T2. Pareek, U. (2010). Understanding Organizational Behaviour. Oxford: Oxford University Press.
- T3. Singh, K. (2010). Organizational Behaviour: Texts & Cases. India: Dorling Kindersley
- T4. Gupta, R. K. (2002). Prospects of effective teamwork in India: Some cautionary conjectures from a cross-cultural perspective. Indian Journal of Industrial Relations, 38(2), 211-229.
- T5. Gupta, R. K., & Panda, A. (2003). Cultural imperatives for developing leaders, teams, and organizations in Indian contexts. In A. K. Singh and D. Chauhan,
- T6. Developing leaders, teams, and organizations. New Delhi, India: Excel Books.
- T7. Pareek, U. (1982). Managing conflict and collaboration. New Delhi, India: Oxford & IBH.
- T8. Pareek, U. (2007). Understanding organizational behavior (2nd ed.). New Delhi, India: Oxford

dUniversityPress.

T9. Parikh,M.,&Gupta,R.K.(2010).Organizational behaviour.NewDelhi:McGrawHill.

REFERENCE BOOKS:

- R6. Aamodt,M.G.(2001)IndustrialOrganizationalPsychology.India:CengageLearning
- R7. Greenberg,J.&Baron,R.A.(2007).BehaviourinOrganizations(9thEdition).India:DorlingKindersley.
- R8. Luthans,F.(2009).OrganizationalBehavior.NewDelhi:McGrawHill.
- R9. Muchinsky,P.(2006).Psychologyappliedtowork:AnintroductiontoIndustrialandOrganizational Psychology.NC:Hypergraphic Press.

OTHER LEARNING RESOURCES:

1: <https://asana.com/resources/team-effectiveness>

2: <https://journals.sagepub.com/doi/10.1177/1745691617697078>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understanding the concept of group, its components, its purpose, objectives and pattern of interaction with members.	1,2,3,6
2	Develop knowledge about building effective groups, develop group thinking, stages of building groups and its hindrances and team leadership.	1,2,3,4,6
3	Identify and Analyze the various team role, its importance to maintain trust, shared vision, goals and achieve shared and effective goals.	1,2,3,4,6
4	Understanding the concept of conflict, its nature, management techniques, building consensus, articulate principles and develop interventions	1,2,3,4,6
5	Develop team leadership skills, managing teams and its members, team processes and maintain team effectiveness.	1,2,3,4,6

SEMESTER – IV									
Course Title	CORPORATE COUNSELLING								
Course code	22MAAP226R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30L+30P	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Masters of Arts in Applied Psychology								
Semester	Winter/ IV semester of Second year of the Programme								
Course Objectives	<ol style="list-style-type: none"> 1. In-depth understanding of therapies used in group counselling 2. Updated knowledge on Family Therapy Practices, Practical work knowledge about assessment and consultation 3. Understand Conflict Management and Expertise to conduct group sessions 4. To strengthen the expertise in professional practice 								
CO1	Analyze employee well-being, workplace behavior, mental and physical health, work-life balance, stress management, and interventions.								
CO2	Understand the significance of workplace counseling, enhance emotional intelligence, maintain motivation, and assess emotional climate and well-being.								
CO3	Understand workplace stress, bullying, symptoms, effects, legal aspects, and ethical intervention techniques including dialectical behavioral approaches.								
CO4	Analyze negative behaviors, its causes, signs and triggers, working with difficult clients, setting boundaries in clinical interactions, crisis intervention skills.								
CO5	Understanding corporate ethics, applying decision-making models, recognizing ethical dilemmas, ethical leadership practices and conductive ethical audits.								
Unit- No.	Content	Cont act Hour	Learning Outcome				K L		
I	Work and Wellbeing: An introduction to employee well-being, based on applied theory and practice looking at workplace behaviors and issues, such as work-life balance, stress, and bullying, performance coaching and counseling including emotional triggers, mental and physical health symptoms related to the workplace, disorders and potential coping strategies and interventions.	6	The students will understand the underlying issues of mental health in workplace.				1, 2		
II	Counselling Process, Motivational Interviewing, Psychology of Emotions	6	It will enable them with efficient counselling skills.				2, 3		
III	Stress and bullying, Stress Management Techniques, Dialectical Behaviour Therapy	6	They will learn stress management techniques and related therapies.				3, 4		
IV	Identify, Prevent and Manage Negative Behaviour at Work, Working with difficult clients	6	The students will be able to identify negative behaviour at workplace and will be able to deal with it.				1, 5		
V	Ethics and Documentation	6	The students will be well equipped with the existing ethics and the process of documentation				5, 6		
Practi	6. Group Discussion/work	15	This will help				3		

cal	<ul style="list-style-type: none"> 7. RolePlay 8. TeamWork 9. Case/Quiz 10. Activities 	<p>the tendency to understand the importance of small help and positive words to achieve a goal; in building and enhancing growth and productivity; and improving knowledge about the subject areas. Students will be able to interact and learn from different people, and engage with each other in learning tasks.</p>
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TEXT BOOKS:

T1: Schultz, D. & Schultz, S. (2010). *Psychology and Work Today*, 10th edition (ISBN 10:0-205-68358-4) Prentice Hall Publishing.

T2: Coetzee, M., & Roythorne-Jacobs, H. (2007). *Career counselling and guidance in the workplace: A manual for career practitioners*. Juta and Company Ltd.

REFERENCE BOOKS:

R1: Cash, R. (2011). *Advancing differentiation: Thinking and learning for the 21st century*. Free Spirit Publishing.

R2: Leathes, M. (2017). *Negotiation: Things Corporate Counsel Need to Know But Were Not Taught*. Kluwer Law International BV.

OTHER LEARNING RESOURCES:

<https://egyankosh.ac.in/bitstream/123456789/77476/1/Unit-13.pdf>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyze employee well-being, workplace behaviour, mental and physical health, work-life balance, stress management, and interventions.	1,2,3,5,7
2	Understand the significance of workplace counselling, enhance emotional intelligence, maintain motivation, and assess emotional climate and well-being.	1,2,3,4,5,7
3	Understand workplace stress, bullying, symptoms, effects, legal aspects, and ethical intervention techniques including dialectical behavioral approaches.	1,2,3,4,5,7
4	Analyze negative behaviors, its causes, signs and triggers, working with difficult clients, setting boundaries in clinical interactions, crisis intervention skills.	1,2,3,4,5,7
5	Understanding corporate ethics, applying decision-	1,2,3,4,5,7

	making models, recognizing ethical dilemmas, ethical leadership practices and conductive ethical audits.	
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MAPPING TABLE

Course code	Course Name	PO1*	PO2	PO3	PO4	PO5	PO6	PO7	PO8
22MAAP111R	Applied Cognitive Psychology								
22MAAP112R	Indian Psychology								
22MAAP113R	Psychopathology								
22MAAP114R	Community Psychology								
22MAAP115R	Clinical Supervised Internship-I								
22UMFS111R	Fundamental of Statistics								
22MAPR111R	Mini Research (Review of literature-R1)								
22MACE111R	MOOCS CE I								
22UMPD111R	Effective English								
22MAAP121R	Psychotherapy								
22MAAP122R	Psychological Assessments								
22MAAP123R	Personality Psychology								
22MAAP124R	Clinical Supervised Internship-II								
22MAAP125R	Techno-Professional Skills-I								
22MAAP126R	GE- Stress Management and Well-being								
22UMRM121R	Research Methodology& Statistical Analysis								
22MACE121R	MOOCS CE II								
22MAPR121R	Mini Research (Research gap analysis-R2)								
22UUHV101R	Universal Human Value (UHV + Professional Ethics)								
22UMPD121R	Communication Mastery								
22UUDL103R	Computational Systems and Digital World								
22MAAP211R	Clinical Supervised Internship-III								
22MAAP214R	Techno-Professional Skills-II								
22MAAP215R	GE- Life Skills								
22UMRE211R	Research Ethics								
22MAPR211R	Mini Research (Survey/experiments-R3)								
22MACE211R	MOOCS CE III								

22MACE212R	MOOCS CE IV								
22UMPD211R	Corporate Proficiency								
22MAAP201R	Counselling Psychology								
22MAAP202R	Positive Psychology								
22MAAP203R	Child And Adolescence Psychology								
22MAAP204R	Organizational Behaviour								
22MAAP205R	Occupational Health Psychology								
22MAAP206R	Human Resource Management								
22MAAP207R	Environmental Psychology								
22MAAP208R	Social Psychology								
22MAAP209R	Gender Sex And Sexuality								
22MAAP221R	Clinical Supervised Internship-IV								
22MAPR221R	Research (Data analysis/documentation-R4)								
22MAAP223R	Peace Psychology								
22MAAP224R	Stress Management and Well-being								
22MAAP225R	Group and Team effectiveness								
22MAAP226R	Corporate Counselling								



Assam down town University

Curriculum and Syllabus

Bachelor of Social Work



OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM

Version: 2.0

**FACULTY OF HUMANITIES &
SOCIAL SCIENCES**

July, 2022

Preamble

Assam down town University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guidebook for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the 5th Board of Studies (BoS) meeting of the Faculty of Humanities and Social Sciences held on dated 07/06/2022 and approved by the Emergent Academic Council (AC) meeting held on dated 30/07/2022

Pratiti B.

*Chairperson
Board of Studies*

Abanay

*Member Secretary
Academic Council*



Vision

To become a Globally Recognized University from North Eastern Region of India, dedicated to the Holistic Development of Students and Making Society Better

Mission

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well-rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators.
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme Overview (not more than 100 words)

Under Graduate Degree in social work prepare the students to work in multiple fields by providing them with the necessary training and skills that helps people to improve their living condition. Social work being a practice oriented professional course that aims to help communities and societies to develop a focus on promoting social justice and on redressing social and economic disadvantages. Apart from the classroom teaching the students shall undergo Concurrent Fieldwork and Block Placement according to their area of specializations which helps the students to acquire more practical knowledge in that particular field.

The Bachelor of Social Work course consists of three years of full-time university level study. It aims to prepare students for effective professional practice as social workers in the social and community service sectors. The general objectives of the curriculum are associated with the liberal arts component of the BSW Course, which in time sequence precedes the professional component of the BSW course.

I. Specific Features of the Curriculum

1. The course curriculum follows practice-based approaches to orient
2. The curriculum of Social Work consists of field work, rural camp, study tour and Block placement that enhance field-based knowledge of the learner.

II. Eligibility Criteria:

Minimum 45% in 10+2 with any subject. 5% relaxation for SC/ST, EWS, and Especially abled candidates.

III. Program Educational Objectives (PEOs):

PEO 1: Bachelor in Social Work (BSW) students will understand cultural nuances in social change by evaluating and synthesizing information, and creating awareness through critical thinking and problem-solving.

PEO 2: The graduates will apply field-based knowledge to assess and advocate for social justice issues.

PEO 3: The graduates will develop strategies to improve the quality of life for diverse populations.

PEO 4: The graduates will analyze and interpret societal structures and development through an understanding of the complexities involved.

IV. Program Specific Outcomes (PSOs):

PSO1: Academic Competence and Skills: Apply social work academic knowledge and skills to understand and solve complex societal issues along with critical thinking abilities for the development of the society.

PSO2: Techno-Professional Competence and Inclusive approach: Apply comprehensive understanding with an interdisciplinary inclusive approach to address issues of the society.

PSO3: Global Competency: Ability to address issues of global scale by acquiring expertise knowledge in a diverse trans-disciplinary field through global certification courses.

V. Program Outcome:

PO1: Societal Knowledge: Apply the knowledge of core social work, sociology and psychological concepts in understanding human psychology and social environment.

PO2: Problem Analysis: Exhibit proficiency in problem-analysis and address diverse socio-cultural issues for promoting positive change.

PO3: Communication: Communicate effectively to build strong client-worker relationships at the micro and macro level to address diverse social problems besides writing effective field reports, and presentation skills.

PO4: Uses of Resources: Efficiently uses various resources and tools to optimize productivity and achieve social work objectives in different settings.

PO5: Values and Ethics: Apply social work ethics, values and principles to address ethical dilemmas and uphold the dignity of the individual.

PO6: Professional Commitment: Demonstrate commitment to address social issues, inculcating a sense of responsibility and actively contribute for the holistic development of the society.

PO7: Community-Centric Approaches: Demonstrate skills to work in diverse communities by prioritizing their needs.

PO8: Teamwork and Leadership: Apply teamwork spirit as an individual and a leader facilitating effective communication, synergy, and mutual respect and support promoting overall well-being.

PO9: Life-Long Learning: Recognize the necessity for independent and continuing learning in the arena of societal change and equipped with essential knowledge and skills.

VI. Total Credits to be Earned: 124

VII. Career Prospects:

A Bachelor in Social Work in India offers diverse career opportunities in government agencies, NGOs, hospitals, and schools, including roles like project manager, community organizer, counsellor, and child welfare officer.

EVALUATION METHODS

The student performance shall be evaluated through In-semester (Sessional) and semester-end examinations. A weightage of 40% or as prescribed by the programme shall be added to the score of the end-semester examination.

A. INTERNAL ASSESSMENT:

The teacher who offers the course shall be responsible for internal assessment by conducting in-semester (sessional) examination and evaluating the performance of the students pursuing that course. The components for internal assessment are illustrated in the table given below.

SN	Components/ Examinations	Marks Allotted
1.	In-Sem Exam – I (ISE-I) (Written Examination) *	30
2.	In-Sem Exam – II (ISE-II) (Written Examination) *	30
3.	Assignment	10
4.	Presentation (SP)	10
5.	Quiz	5
6.	Class Performance based score*	5

**Are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

1. If a student fails to appear in the any of the component without any valid reason, he/she shall be marked zero in that component. However, the course teacher at his discretion may arrange for the missed test on an alternate date for the absentee students after determining ground with genuine/valid reasons for the absent.
2. The report of evaluation of an activity towards the in-semester (sessional) component of a course shall be duly notified by the concerned course teacher within a week of completion.
3. The program coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the program to the Controller of Examinations before the start of the End-semester examination.

B. SEMESTER END EXAMINATION:

Time table for end semester examination is published at least 25 days prior to the start of Examination.

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

The student shall only be allowed to appear in a University Examination, if:

- i) He/ She is a registered student of the University;
- ii) He/ She is of good conduct and character;
- iii) He/ She has completed the prescribed Programme of study with minimum percentage of attendance as laid down in the Regulations of the Programme concerned.

Under special cases, a student may be allowed to appear for an examination without being registered in the University but the result of the said student will be kept on hold till the registration of the concerned student is completed.

II. Admit Card:

Admit card for the examination may be downloaded through ERP where the system will generate a Unique ID Cards through online.

The University shall have the right to cancel admission for examination of any candidate on valid grounds.

III. Pattern of Question Papers:

The question paper shall follow the principles of Bloom's Taxonomy.

Table

S. N.	Level	Questions /verbs for test
1	Remember	List, Define, tell, describe, recite, recall, identify, show who, when, where, etc.
2	Understand	Describe, explain, contrast, summarize, differentiate, discuss, etc.
3	Apply	Predict, apply, solve, illustrate, determine, examine, modify
4	Analyze	Classify, outline, categorize, analyze, diagrams, illustrate, infer, etc.
5	Evaluate	Assess, summarize, choose, evaluate, recommend, justify, compare etc.
6	Create	Design, Formulate, Modify, Develop, integrate, etc.

Note: No course is to be evaluated on basis of **all 6 knowledge levels**.

The format of the question paper across all the program follows a unique pattern and the total marks is 60

Table 1: Question paper pattern for End semester examination

Sl no	Question pattern	Total marks
1	MCQs (10 Questions)	10
2	2 Marks questions (10 Questions)	20
3	4 Marks questions (5 Questions)	20
4	10 Marks questions (1 Question)	10

IV. Examination Duration:

Each paper of 60 marks shall ordinarily be of two hours duration.

V. Practical Examinations, Viva-Voce etc.:

- i) Practical examination shall be conducted in the presence of one external expert and one or more internal examiners.
- ii) Viva-Voce, Oral examinations of the Project report, Dissertation etc. shall be undertaken by a Board of Examiners constituted by the respective Dean of Program with the advice of Supervisor(s).

VI. Procedure of Expulsion:

If any candidate is found to be using any unfair-means during the examination, the invigilator may cease his/her answer sheet and report it directly to the Officer-in-Charge. The Office-in-Charge of the center may take appropriate decisions as per the rules and procedure of the examination. The Officer-in-Charge may allow the students to write the exam with new answer sheet or may expel the student from appearing the paper depending on the nature of unfair-means. In case of Computer based test, the students may be directed to write an apology letter and sign in the prescribe expulsion form. The student may not be allowed to write that examination.

VII. Instruction to the Students:

- (i) The students shall not bring to the Examination Hall, any electronic gadget used as a means of communication or record except electronic calculator, if required.
- (ii) The students shall not receive any book or printed or hand written or photo copy (Xerox) or blank-paper from any other person while he/she is in the examination-room or in laboratory or in any other place to which he/she is allowed to have access during course of examination.
- (iii) The students shall not communicate with any other candidate in the examination room or with any other person in and outside the examination-room.
- (iv) The students shall not see, read or copy anything written by any other candidate, nor shall he/she knowingly or negligently permit any other candidate to see, read or copy anything written by him/her or conveyed by him/her.
- (v) The students shall not write anything on the Question Paper or in other paper or materials during the examination, or pass any kind of paper to any other candidate in the examination-room, or to any person outside the room.
- (vi) The students shall not disclose his/her identity to the examiner by writing his/her name or putting any sign / symbol in any part of his answer-script.
- (vii) The students shall not use any abusive language or write any objectionable remark or make any appeal to examiner by writing in any part of his answer-script.
- (viii) The students shall not detach any page from the answer-script or insert any authorized or unauthorized loose sheet into it. He /she shall also not insert any other answer-script / loose sheet by removing the pins of the origin answer-scripts and re-fixing it.
- (ix) The students shall not resort to any disorderly conduct inside the examination-room or misbehave with the invigilator or any other examination official.

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.

- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.
- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

It is the product of grade point and number of credits for a course, thus, $CP = GP \times CR$

i. Credit:

A unit by which the course work is measured. It determines the number of hours of instructions required per week. 'Credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully.

ii. Grade Point:

Grade Point is a numerical weight allotted to each Grade Letter on a 10-point scale.

iii. Letter Grade:

Letter Grade is an index of the performance of students in a said paper of a particular course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and Abs. Student obtaining Grade F / Grade Abs shall be considered failed/ absent and, will be required to appear in the subsequent ESE. The UGC recommends a 10-point grading system with the following (Table: 1) Letter Grades:

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades 'O' to 'P' shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

Letter Grade	Grade Points	Description
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C	5	Average
P	4	Pass
F	0	Fail
Abs	0	Absent
UFM	0	Unfair Means

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

The SGPA of a student in a Semester shall be the weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered in that Semester, irrespective of whether he/she could or could not complete the Courses. More specifically, the calculation of SGPA shall take into account the Courses graded with Letter Grades 'O' to 'F' as given in Table 1.

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} \quad (1.1)$$

The SGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.1) up to two decimal places, where n is the total number of Credit Courses registered by the student in that Semester, G_i is the Grade Point secured in the i^{th} registered Course and C_i is the Credit (weight) of that Course.

b. CGPA (Cumulative Grade Point Average)

- (i) The CGPA of a student in a Semester of a Programme shall be the accumulated weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered and successfully completed so far starting from the enrollment in the Programme. In other words, taking into account all the Courses graded with 'O' to 'P' as given in Table 1.1, generally the CGPA of a student shall be calculated starting from the first Semester of his/her enrolled Programme, while the CGPA of a lateral-entry student shall be calculated starting from the Semester of his/her enrollment.
- (ii) The CGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.2) up to two decimal places, where N is the total number of Credit Courses registered and successfully completed so far by the student, G_i is

the Grade Point secured in the i th completed Course and C_i is the Credit (weight) of that Course.

$$CGPA = \frac{\sum_{i=1}^N C_i G_i}{\sum_{i=1}^N C_i} \quad (1.2)$$

- (iii) The CGPA shall be convertible into equivalent percentage of marks using Equation Conversion of CGPA to percentage marks: = CGPA*10

D. Post-Examination

i. Transcript or Grade Card or Certificate:

A marking certificate shall be issued to all the registered students after every Semester. The Semester mark sheet will display the course details (code, title, number of credits, grade secured) along with total credit earned in that Semester.

ii. Grievance Readdress Mechanism:

Students with any dissatisfaction or grievance regarding the marks awarded in any of the Papers / Courses may appeal to the Controller of Examinations for remedial action such as Re-evaluation within 10 days of the declaration of result.

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.
- (ii) Application for re-evaluation / re-scrutiny of answer scripts shall be made in the definite proforma available with the Examination Office through the head of the respective departments within 10 days of declaration of the results of the respective examinations.
- (iii) The Controller of Examination may appoint an examiner for re-evaluation and will consider and recognize the evaluation done by a university appointed examiner.
- (iv) There shall be no provision for re-evaluation of the Practical Papers, Project Work, and Dissertation etc. However, the students fail in practical examination or viva voce and wish to appear again may apply to be evaluated can do so with the next schedule.
- (v) After screening the application for re-evaluation, the CoE may send the answer scripts of the student to the examiners appointed by the CoE with the approval of Vice Chancellor.
- (vi) The marks/grades achieved by the students after the re-evaluation shall be final and binding.

- (vii) Fresh Marks – sheets / Grade Card shall be issued only if the candidate secures pass marks / passing grade in the re-evaluated paper.
- (viii) Revaluation of answer scripts shall be deemed to be an additional facility provided to the students with a view to improving upon their results at the preceding examination result for any reason whatsoever shall not confer any right upon them for admission to next higher class which matters always be regulated in accordance with the relevant rules or regulations framed by the University.
- (ix) If as a result of revaluation of the candidate attracts the provision of condonation of deficiency, the same may be applied to his/her only for fresh attempt.

INSTRUCTION TO TEACHERS AND STUDENTS (Teaching and Learning Methods)

In all the courses the teacher has to select topics for teacher-method which should not be less than 20 percent. The approach will be direct classroom teaching through a series of lectures delivering concepts using ITC facilities, white or blackboard. Notes may also be circulated to the students; however, the students are to be involved in the preparation of the notes. The teacher will be responsible for selecting the best note for circulation. The teacher-centric methodology has recently fallen out of favour because this strategy for teaching is seen to favour passive students.

1. Student- centric / Constructivist Approach:

The topics of the courses may be selected at the start of the class and assigned one topic to each of the students for studying by themselves, prepare presentations, notes, etc., and present at respective class time after consultation and discussion with the course teachers. The teacher facilitates the learning of the students by guiding and providing input and explaining concepts. 60 percent of the course contents may be selected for this purpose. To avoid behaviour problems, teachers must lay a lot of groundwork in student-centric classrooms. Typically, it involves instilling a sense of responsibility in students. In addition, students must learn internal motivation.

a. Project-Based Learning: The teacher may select 5 percent of topics for the purpose and may conduct visits to the laboratory for experiments or field surveys. The selection of the topic may be done considering the available facility for the purpose. However, in the final semester of each of the programme the student has to undergo project-based learning at least 4 months duration. This approach will help the student to think critically, evaluate, analyze, make decisions, collaborate, and more.

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the best possible answer and

discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

c. Flipped Classroom: About 10 percent of the course content has to be completed by this method. In this approach the students are asked to watch video or lecture prepared by the teacher or any video available (relevant to the course). A set of questions may be given to the students for searching answers by the students. The idea is that students should have more time in-classroom focusing on achieving these higher levels of thinking and learning. The Flipped classroom is also an acronym. The letters FLIP represent the four pillars included in this type of learning: Flexible environment, Learning culture shift, Intentional content, and Professional educator. As you can see, the second pillar refers to a culture shift from the traditional approach where students are more passive to an approach where students are active participants. As a result, this approach is also a student- centric teaching method.

d. Cooperative Learning: The remaining five percent has to be completed by cooperative learning approach. In this approach, the students are allotted problems. During library hours the students along with the teacher visit the library and search for probable solutions for the assigned problem. The same has to be done in groups so that the students discuss among themselves for the appropriate answers. Essentially, cooperative learning believes that social interactions can improve learning. In addition, the approach recreates real-world work situations in which collaboration and cooperation are required.

The percentage categorization for the completion of a theory course

Teacher-centric or Direct Classroom Teaching: Delivery by series of lectures	20%
Student-centric Approach, Students present and deliver lectures in the presence of teacher and supervised by teacher	60%
Students visit fields or perform experiments or teachers perform demonstration	05%
Flipped Classroom approach	10%
Cooperative learning approach	05%

Inquiry-based approach has to be followed in all of the classes

The teacher has to distribute the topics to be considered for teaching by the above-mentioned approaches and prepare a lesson plan for execution and maintain a file.

Curriculum Framework

Breakdown of Credits (for 2022-23 Syllabus)

Sl. No	Category	Total number of Credits
1	University Core (UC)	15
2	University Elective (UE)	12
3	Program Core (PC)	86
4	Program Elective (PE)	3
5	Faculty Elective (FE)	8
Total number of credits		124

Breakdown by categories of courses

Sl no	Category	Credits	%
1	Humanities & Social Sciences	110	88.71
2	Engineering	1	0.81
	CLPPD	8	6.45
3	Commerce and Management	2	1.61
	Science	2	1.61
	Paramedical	1	0.81
Total		124	100.00

SEMESTER WISE COURSE DISTRIBUTION

	S. N.	Course Code	Course Title	Course Category	Engagement						C	Maximum Marks for			Total
					L	T	P	S	R	O		IA*	SEE*	PE*	
Semester I	1.	22BSWO111R	Introduction to Social Work	PC	3	0	0	0	0	0	3	40	60	0	100
	2	22BSWO112R	Concept of Human Growth and Development	PC	3	0	0	0	0	0	3	40	60	0	100
	3	22BSWO113R	Sociological concepts and Indian Society	PC	3	0	0	0	0	0	3	40	60	0	100
	4	22BSWO114R	Community Organization	PC	3	0	0	0	0	0	3	40	60	0	100
	5	22BSWO115R	Orientation Visit & Concurrent Fieldwork I	PC	0	0	0	12	0	0	3	0	0	100	100
	6	22UBEC111	Extra-Curricular (Non-CGPA)	UC	0	0	0	4	0	0	1	0	0	0	0
	7	22UMPD111R	Elementary English	UE	0	0	4	0	0	0	2	0	0	0	100
	Total					12	0	4	16	0	0	18	160	240	100
Semester II	S. No.	Course Code	Course Title	Course Category	Engagement						C	Maximum Marks for			Total
					L	T	P	S	R	O		IA*	SEE*	PE*	
	1.	22BSWO121R	Social Case Work	PC	3	0	0	0	0	0	3	40	60	0	100
	2	22BSWO122R	Indian Social Problems and Social Work Intervention	PC	3	0	0	0	0	0	3	40	60	0	100
	3	22BSWO123R	Social Psychology	PC	3	0	0	0	0	0	3	40	60	0	100
	4	22BSWO124R	Social Work and North East India	PC	2	0	0	0	0	0	2	40	60	0	100
	5	22BSWO125R	Concurrent Fieldwork II	PC	0	0	0	12	0	0	3	0	0	100	100
	6	22BSWO126R	Techno-Professional Skills I	PC	0	0	2	0	0	0	1	0	0	100	100
	7	22BACE121R	MOOCS CE I	FE	0	0	4	0	0	0	2	0	100	0	100
	8	22UBCC121	Co-Curricular (Non-CGPA)	UC	0	0	0	4	0	0	1	0	0	0	100
	9	22UBEC121	Extra-Curricular (Non-CGPA)	UC	0	0	0	4	0	0	1	0	0	0	100
	10	22UMPD111R	Implicit English	UE	0	0	4	0	0	0	2	0	0	0	100
11	22UCDL103R	Computational systems and Digital World	UC	0	0	2	0	0	0	1	0	0	0	100	
Total					11	0	12	20	0	0	22	160	340	200	1100
Semester III	S. No.	Course Code	Course Title	Course Category	Engagement						C	Maximum Marks for			Total
					L	T	P	S	R	O		IA*	SEE*	PE*	
	1.	22BSWO211R	Social Work with Groups	PC	3	0	0	0	0	0	3	40	60	0	100
	2	22BSWO212R	Social Welfare Administration	PC	3	0	0	0	0	0	3	40	60	0	100
3	22BSWO213R	Legal System in India	UE	2	0	0	0	0	0	2	40	60	0	100	

			and Indian Constitution												
4	22BSWO214R		Techno-Professional Skills II	PC	0	0	2	0	0	0	1	40	60	0	100
5	22BSWO215R		Concurrent Fieldwork III & Rural Camp	PC	0	0	0	12	0	0	3	0	0	100	100
6	22BACE211R		MOOCS CE II	FE	0	0	4	0	0	0	2	0	0	100	100
7	22UBCC211		Co-Curricular (Non-CGPA)	UC	0	0	0	4	0	0	1	0	0	0	100
8	22UBEC211		Extra-Curricular (Non-CGPA)	UC	0	0	0	4	0	0	1	0	0	0	100
9	22UBES101R		Environmental Science	UC	2	0	0	0	0	0	2	40	60	0	100
10	22UBPB212R		English Language for Excellence	UE	0	0	4	0	0	0	2	0	0	100	100
11	22UUFLL213R		Personal Financial Planning	UC	0	0	2	0	0	0	1	0	0	100	100
12	22UULS212R		Basic Life Saving Skills	UC	0	0	2	0	0	0	1	0	0	100	100
Total					10	0	14	20	0	0	22	200	300	500	1200

S. N.	Course Code	Course Title	Course Category	Engagement						C	Maximum Marks for			Total
				L	T	P	S	R	O		IA*	SEE*	PE*	
1.	22BSWO221R	Social Work Practice with Differently Aabled	PC	3	0	0	0	0	0	3	40	60	0	100
2	22BSWO222R	Social Planning and Policy	PC	3	0	0	0	0	0	3	40	60	0	100
3	22BSWO223R	NGO Administration	UE	2	0	0	0	0	0	2	40	60	0	100
4	22BSWO224R	Techno-professional Skills III	PC	0	0	2	0	0	0	1	40	60	0	100
5	22BSWO225R	Concurrent Fieldwork IV	PC	0	0	0	12	0	0	3	0	0	100	100
6	22BACE221R	MOOCS CE III	FE	0	0	4	0	0	0	2	0	100	0	100
7	22UBCC221	Co-Curricular (Non-CGPA)	UC	0	0	0	4	0	0	1	0	0	100	100
8	22UBEC221	Extra-Curricular (Non-CGPA)	UC	0	0	0	4	0	0	1	0	0	100	100
9	22UUHV101R	Universal Human Value + Professional Ethics	UC	1	0	2	0	0	0	2	40	60	0	100
10	22UBPD222R	English for Employability	UE	0	0	4	0	0	0	2	0	0	0	100
11	22UULS221R	Basic Acclimatizing Skills	UC	0	0	2	0	0	0	1	0	0	100	100
Total				9	0	14	20	0	0	21	200	400	200	1100
S. N.	Course Code	Course Title	Course Category	Engagement						C	Maximum Marks for			Total
				L	T	P	S	R	O		IA*	SEE*	PE*	
1.	22BSWO311R	Social Action	PC	3	0	0	0	0	0	3	40	60	0	100
2	22BSWO312R	Indian Legal System	PC	3	0	0	0	0	0	3	40	60	0	100

			and Criminal Justice													
3	22BSWO313R	Social Work in Conflict Resolution	PC	3	0	0	0	0	0	3	40	60	0	100		
4	22BSWO314R	Block Placement	PC	0	0	0	16	0	0	4	0	0	100	100		
5	22BSWO315R	DE I –Social Work and Disaster Management	DE	3	0	0	0	0	0	3	40	60	0	100		
	22BSWO316R	DE II –Micro Finance & Livelihood														
6	22BSWO317R	Techno-professional Skills IV	PC	0	0	2	0	0	0	1	40	60	0	100		
7	22BSWO318R	Gender Sensitization	PC	2	0	2	0	0	0	3	40	60	0	100		
8	22BACE311R	MOOCS CE IV	FE	0	0	4	0	0	0	2	0	100	0	100		
Total				14	0	8	16	0	0	22	240	460	100	800		
Semester VI	Course Code	Course Title	Course Category	Engagement							Maximum Marks for					
				L	T	P	S	R	O	C	IA*	SEE*	PE*	Total		
	1.	22BSWO321R	NGO Administration	PC	3	0	0	0	0	0	3	40	60	0	100	
	2.	22BSWO322R	Rural and Tribal Development	PC	3	0	0	0	0	0	3	40	60	0	100	
	3.	22BSWO323R	Urban Development	PC	3	0	0	0	0	0	3	40	60	0	100	
	4.	22BSWO324R	International Social Work	PC	3	0	0	0	0	0	3	40	60	0	100	
	5.	22BSWO325R	Block Placement	PC	0	0	0	16	0	0	4	0	0	100	100	
	6.	22BSWO326R	Communication Skills	PC	2	0	2	0	0	0	3	40	60	0	100	
Total				14	0	2	16	0	0	19	200	300	100	600		

SEMESTER – I									
Course Title	Introduction to Social Work								
Course code	22BSWO111R	Total credits: 3	L	T	P	S	R	O/ F	C
		Total hours: 45T+0P	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To demonstrate ideas on the basics of social work. 2. To provide an understanding on the history and concepts related to Social Work Profession in India and the World. 3. To impart knowledge on the basic values and principles of Social Work Profession along with scopes, tools and techniques.								
CO1	Understand the basic concepts and ideologies relevant to Social Work practice								
CO2	Able to explain the cell cycle and cell division.								
CO3	Learn and develop skills for operating microscope, preparing slides by various staining techniques								
CO4	Apply knowledge of cellular processes to explain how cells operate and interact within living organisms.								
CO5	Demonstrate a comprehensive understanding of cell structure and function.								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Social Work: Meaning, Definition, Basic Assumptions, Scope, Objectives; Functions of Social work: Preventive, Remedial, Developmental; Methods of Social Work: Primary and Secondary	10	Learn the basics of Social Work Profession	1,2					
II	Historical development of Social Work: Development of Professional Social Work - UK, USA, India; Development of Social Work education; Professional aspects of Social Work.	9	Familiarize about the History and Development of Social Work	1,2					
III	Basic concepts related to Social Work Profession: Charity, Social Service, Social Welfare, Social Reform, Social Health, Social Security, Social Policy, Social Defence, Social Development, and Social Administration, Civil Rights, Human Rights, Social Justice, Social Legislation	14	Understand the various concepts of social work profession	2,3					
IV	Social Work Philosophy: Humanitarianism, Liberalism and Democracy	6	Learn the philosophies behind social work	3,4					
V	Basic Values: Core Values and Principles of social work	6	Learn the basic values and principles of Social Work	4,5					

REFERENCE BOOKS:

1. Wadia A R, Hormesis N, (1968), History and philosophy of social work in India, Tata Institute of Social Sciences series, Bombay, New York, Allied Publishers

2. Bhattacharya S, (2003), Social Work - An Integrated Approach, Deep and Deep Publications
3. Mishra P. D, (1994), Social Work Philosophy & Methods, Inter India Publications
4. Chowdhury D. P, (1964), Introduction to Social Work: History, Concept, Methods, and Fields, Atma Ram Publishers
5. Singh K, (2011), An introduction to Social Work, ABD Publishers.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the basic concepts and ideologies relevant to Social Work practice	1,3,5,9
2	Able to explain the cell cycle and cell division.	1,2,5,9
3	Learn and develop skills for operating microscope, preparing slides by various staining techniques	1,5,9
4	Apply knowledge of cellular processes to explain how cells operate and interact within living organisms.	1,5,9
5	Demonstrate a comprehensive understanding of cell structure and function.	1,2,3,4,5,6,7,8

SEMESTER – I									
Course Title	Concept of Human Growth and Development								
Course code	22BSWO112R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ I semester of first year of the Programme								
Course Objectives (Minimum 3)	1. To impart knowledge on the various developmental differences and approaches 2. To instil sensitivity towards differences and similarities amongst individuals. 3. To develop knowledge of the concept, theories and factors affecting personality. 4. To discuss with the students on the implication and relevance of the course in social work practice.								
CO1	Obtain knowledge of various concepts related to human growth and development								
CO2	Familiarize with the different stages of human development								
CO3	Understand the relevance of biological, psychological, social, and cultural influences on lifespan human development.								
CO4	Synthesize various traits of personality development								
CO5	Relate and apply the concept and theories while practicing the social work method.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Concept of Growth & Development: Meaning and Principles of growth and development, Difference between growth and development, Different Developmental Tasks.	8	Learn about the meaning of human growth and development				1,2		

II	Periods of Human Development: Prenatal Period and Postnatal Period	10	Familiarize about the different stages of human development	1,2
III	Development Challenges: Eric Erikson's stages of development, development issues; factors influence on development: Cohort, Socio-economic Status and culture.	9	Understand the various concepts of development challenges	3,4
IV	Personality Development: Meaning of personality, traits, factors affecting personality development; Role of heredity and environment and its importance in shaping behaviour: Nature vs. nurture controversy.	9	Learn the concepts of personality and personality development	1,3,4
V	Personality Theories: Freud: Psychoanalytic theory, B.F. Skinner: A Behaviouristic Learning Theoretical Approach to Personality, A. Maslow: theory of hierarchy of need.	9	Learn the theories of personality	3,5,6

REFERENCE BOOKS:

1. Hurlock E. B., Developmental Psychology– A Life Span Approach, (Fifth Edition), Tata MC Graw Hill Publishing Company Limited, New Delhi.
2. Mary D. Sheridan (1995) From Birth to Five Years. NFER-Nelson Publishing Company Ltd, 1995
3. Rickson, E., Childhood and Society, New York: Norton, 1950.
4. Hurlock E. B, Child development, Elizabeth Hurlock, McGraw Hill: New Delhi.
5. Mittal. S. (2006) child development—Experimental Psychology, Isha books, Delhi.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Obtain knowledge of various concepts related to human growth and development	1,2,3,5,9
2	Familiarize with the different stages of human development	1,2,5,9
3	Understand the relevance of biological, psychological, social, and cultural influences on lifespan human development.	1,2,5,7,9
4	Synthesise various traits of personality development	1,2,5,9
5	Relate and apply the concept and theories while practicing the social work method.	1,2,3,4,5,6,7,8,9

SEMESTER – I									
Course Title	Sociological concepts and Indian Society								
Course code	22BSWO113R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To introduce the subject of Sociology and its importance in the society 2. To orient the students about the basic Sociological concepts and inculcate skills to understand and analyse social structure 3. To impart knowledge on the relevance of sociological concepts in the field of social work.								
CO1	Understand the meaning and importance of Sociology.								
CO2	Understand the basic concepts of Sociology and Indian society.								
CO3	Know about the Social Organization, Social System, Social Control, Social Stratification, Social Change, and Social Group.								
CO4	Conceptualize and relate existing social structure in applying social work profession.								
CO5	Learn the basic concept of Social Change and Social Groups and role of social work in promoting social harmony								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Sociology: Meaning and Scope; Relevance of Sociology; Its relationship with Social Work.	8	Learn about the meaning of sociology and its relevance with social work	1,2					
II	Basic Concepts: Society, Socialization, Community, Institution, Association; Social Control: Meaning, Types and Agencies.	8	Familiarize about the Society and Social Control	1,2					
III	Social Organization: Elements and types; Social System: Definition and types of social system; Concept of Culture: Types and Nature of Culture; Cultural Lag, Elements of Culture; Folkways, Mores, Norms, Value, Status, Role, Tradition and Customs	12	Understand the various concepts of social organization and culture	3,4					
IV	Social Stratification: Caste and Class; Social mobility - Concept pattern and types; Social Processes: Conflict; Cooperation, Competition and Assimilation.	8	Learn the concept of Social Processes	1,3,4					
V	Social Change and Social Groups: Meaning, Patterns of Social Change, Factors of Social Change; Social Groups: Concepts of Primary, Secondary and Reference groups.	9	Learn the basic concept of Social Change and Social Groups	3,5,6					

REFERENCE BOOKS:

1. Giddens A, (2010), Sociology, 6th edition, Polity Press.
2. Gisbert P, (1973), Fundamentals of Sociology, Orient Longman, Bombay.
3. Haralambos, (2007), Sociology: Themes and Perspectives, Bombay: OUP.
4. Rao, C N Shankar, (2013), Sociology – Principles of Sociology with an Introduction to Social Thought, N Delhi: S Chand.
5. Rawat, H K, (2010), Sociology: Basic concepts, Jaipur: Rawat Publications.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the meaning and importance of Sociology.	1,2,3,5,9
2	Understand the basic concepts of Sociology and Indian society.	1,2,3,5,9
3	Know about the Social Organization, Social System, Social Control, Social Stratification, Social Change, and Social Group.	1,2,3,5,7,9
4	Conceptualize and relate existing social structure in applying social work profession.	1,2,3,5,7,8,9
5	Learn the basic concept of Social Change and Social Groups and role of social work in promoting social harmony	1,2,3,5,6,7,8,9

SEMESTER – I									
Course Title	Community Organization								
Course code	22BSWO114R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T+0P	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To develop understanding regarding community organization as a method of social work. 2. To understand the critical elements of community organization practice. 3. To demonstrate the nature of community settings and various challenges.								
CO1	Enhance critical understanding about the community and its different forms.								
CO2	Exposed to the, concepts, models and scopes of Community Organization								
CO3	Practice Community Organization as a method of Social Work in the field								
CO4	Relate the theoretical knowledge regarding community practice into the field.								
CO5	Understand the community dynamics and community as a social entity.								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Community: Meaning, Definition, Characteristics and types of community.	6	Learn the meaning, characteristics and types of community	1,2					
II	Community Organization: Meaning, Objectives, principles & Definition; Phases of Community Organization; Scope of Community Organization in Social Work Practice.	12	Familiarize about community organization and its related concepts	1,2					
III	Methods of Community Organization: Fact finding; surveys, analysis, planning & evaluation; Concept of community participation and community empowerment	12	Understand the different methods of community organization	3,4					
IV	Role of community social worker in Community Development: Difference between Community Development & Community Organization	7	Learn the role of community workers and concept of community development	1,3,4					
V	Issues in Community Organization Practice: Directive Vs. Non-Directive approaches, Working with Groups, Leadership functions, Gender, caste and class as axis of inequality	8	Learn the basic values and principles of Social Work	3,5,6					

REFERENCE BOOKS:

1. Wadia A R, Hormasji N, (1968), History and philosophy of social work in India, Tata Institute of
2. Social Sciences series, Bombay, New York, Allied Publishers
3. Bhattacharya S, (2003), Social Work - An Integrated Approach, Deep and Deep Publications
4. Mishra P. D, (1994), Social Work Philosophy & Methods, Inter India Publications
5. Chowdhury D. P, (1964), Introduction to Social Work: History, Concept, Methods, and

Fields, Atma Ram Publishers

- Singh K, (2011), An introduction to Social Work, ABD Publishers.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Enhance critical understanding about the community and its different forms.	1,2,5,7,9
2	Exposed to the, concepts, models and scopes of Community Organization	1,2,3,5,7,8,9
3	Practice Community Organization as a method of Social Work in the field	1,2,3,4,5,6,7,8,9
4	Relate the theoretical knowledge regarding community practice into the field.	1,2,3,4,5,6,7,8,9
5	Understand the community dynamics and community as a social entity.	1,2,5,7,9

SEMESTER – I									
Course Title	Orientation Visit & Concurrent Fieldwork I								
Course code	22BSWO115R	Total credits: 3	L	T	P	S	R	O/ F	C
		Total hours: T+180P	0	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To know about the organization, Vision and Mission 2. To know about the Community/ area where the Organization is working and know about various initiatives taken by the Organization for the betterment of the community 3. To Identify and understand the problems/issues in the community.								
CO1	Develop the skills of Documentation and Reporting of Orientation Visits.								
CO2	Determine which approaches work in practice and how they must be adapted to specific situations.								
CO3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.								
CO4	Evaluate the models, techniques, theories, and practices.								
CO5	Create a positive perception of the profession								
The basic aim of the course is to introduce the concept of fieldwork in social work profession. The student will learn about the various organizations working for the community and understand the problems/issues in the community. The student will undergo orientation visits of various GOs, NGOs, CBOs etc along with community visits.									

OTHER LEARNING RESOURCES:

The students will be going to the adopted village for two days a week besides their regular theory classes. Every week they will submit their fieldwork reports, meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the skills of Documentation and Reporting of Orientation Visits.	3,5,9
2	Determine which approaches work in practice and how they must be adapted to specific situations.	2,3,4,5,8,9
3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	2,3,4,5,8,9
4	Evaluate the models, techniques, theories, and practices.	2,3,4,5,8,9
5	Create a positive perception of the profession	2,5,7,9

SEMESTER – I									
Course Title	Extra-Curricular (Non-CGPA)								
Course code	22UBEC111	Total credits: 1 Total hours:	L	T	P	S	R	O/ F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To develop the social and soft skills and to promote a holistic development of the learners 2. To develop leadership and teamwork abilities by working together on projects. 3. To encourage effective communication and interpersonal skills among learners.								
CO1	Students will develop leadership abilities through various activities								
CO2	Students will learn to interact and build relationships with others.								
CO3	Students will explore and develop their personal interests and hobbies.								
CO4	Students will improve their ability to solve problems creatively and effectively.								
CO5	Students will gain a better understanding and appreciation of different cultures.								
Content									
AdtU encourages a range of activities outside the regular curriculum intended to meet learner's interest, These activities are aimed to develop the social and soft skills and promote a holistic development of the learners, Keeping in mind the 360 degree learning methodology the students are engaged in different activities headed under different clubs viz. Dance, music, photography, drama, literary etc., The students are encouraged to participate in regular club activities, workshops, competitions as per their interest and hobbies, The student members of the club are trained represent AdtU in various inter University student and national level competitions, Renewed personalities are invited to conduct workshops that benefit the members and students by giving them the platform to learn from experts in the respective fields.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will develop leadership abilities through various activities	1,2,3,4,5,6,7,8,9
2	Students will learn to interact and build relationships with others.	1,2,3,4,5,6,7,8,9
3	Students will explore and develop their personal interests and hobbies.	1,2,3,4,5,6,7,8,9
4	Students will improve their ability to solve problems creatively and effectively.	1,2,3,4,5,6,7,8,9
5	Students will gain a better understanding and appreciation of different cultures.	1,2,3,4,5,6,7,8,9

SEMESTER – I									
Course Title	ELEMENTARY ENGLISH								
Course code	22UMPD111R	Total credits: 2 Total hours: 32	L	T	P	S	R	O/F	C
			0	0		0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	UG SCIENCES/UG Humanities & Social Sciences								
Semester	Winter/ IV semester of the second year of the program								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To enable students to identify and use parts of speech, articles, auxiliary verbs, and construct affirmative and negative sentences. To master advanced grammar concepts: Enable students to use determiners, construct various types of sentences, and understand degrees of comparison. To develop speaking skills: Enable students to introduce themselves, use correct pronunciation, intonation, and stress, and effectively ask and offer information. To improve communication skills: Enable students to understand the communication process, types, formal and informal communication, and identify barriers to effective communication. To enhance presentation skills: Enable students to understand the elements of a good presentation and effectively use visual aids. 								
CO1	Equip students to recognize and apply parts of speech, articles, and auxiliary verbs, and to create both affirmative and negative sentences.								
CO2	Teach students to apply determiners, form different types of sentences, and comprehend degrees of comparison.								
CO3	Prepare students to confidently introduce themselves, use proper pronunciation, intonation, and stress, and effectively ask for and provide information.								
CO4	Help students grasp the communication process, differentiate between communication types, manage both formal and informal communication, and identify barriers to effective communication.								
CO5	Teach students the key components of an effective presentation and how to use visual aids proficiently.								
Unit-No.	Content	Contact Hour	Learning Outcome					BL	
I	Unit 1- Unit 1- Basics of Grammar (Flipped classroom) i. Parts of Speech ii. Articles iii. Auxiliary Verbs iv. Affirmative and Negative Sentences	6	Students will demonstrate a fundamental understanding of grammar rules.					1, 2,3	

II	Unit 2- Grammar (Flipped classroom) i. Determiners ii. Sentence Construction iii. Types of Sentences (Assertive, Imperative, etc.) iv. Degree of Comparison	6	Students will construct grammatically correct and varied sentence types.	1, 2,3,4
III	Unit 3- Speaking Skills i. Introduction and Greetings ii. Pronunciation, Intonation, Stress iii. Asking and offering information	5	Students will confidently introduce themselves and engage in basic conversations with correct pronunciation.	1,2,3
IV	Module 4- Communication Skills i. Introduction to Communication ii. Process and Types of Communication, iii. Formal and informal communication iv. Understanding Barriers to Communication	7	Students will effectively communicate in both formal and informal settings.	1,2,3
V	Module 5 - Presentation Skills i. Introduction ii. Essential characteristics of a good presentation iii. Use of Visual Aids in Presentation	8	Students will deliver well-organized and visually supported presentations.	1,2,3

Text books:

1. Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
2. Reed, James. 2016. 101 Job Interview Questions You'll Never Fear Again, Plume.
3. Pease, Barbara. 2006. The Definitive Book of Body Language, RHUS.
4. McDowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition)

Reference Books:

1. Zinsser, William. (2006) On Writing Well: The Classic Guide to Writing Nonfiction Harper Perennial
2. Taylor J. and Wright, J., IELTS Advantage Reading Skills: A step-by-step guide to a high IELTS reading score, Delta Publishing by Klett.
3. Kelley, Thea. 2021. Get That Job! The Quick and Complete Guide to a Winning Interview, Plover crest Press.

4. Murphy, Raymond, (2012) English Grammar in Use Book with Answers: A Self-Study and Practice Book for Intermediate Learners of English, Cambridge University Press

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Equip students to recognize and apply parts of speech, articles, and auxiliary verbs, and to create both affirmative and negative sentences.	1,2,3,9
2	Teach students to apply determiners, form different types of sentences, and comprehend degrees of comparison.	1,2,3,9
3	Prepare students to confidently introduce themselves, use proper pronunciation, intonation, and stress, and effectively ask for and provide information.	1,2,3,7,9
4	Help students grasp the communication process, differentiate between communication types, manage both formal and informal communication, and identify barriers to effective communication.	1,2,3,4,5,6,7,8,9
5	Teach students the key components of an effective presentation and how to use visual aids proficiently.	1,2,3,4,5,6,7,8,9

SEMESTER – II									
Course Title	Social Case Work								
Course code	22BSWO121R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			3	0	0	0	0	0	3
Pre-requisite	22BSWO111R	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To understand the individual, family and their problems and the social contextual factors affecting them. 2. To understand Social Casework as a method of Social Work practice 3. To gain knowledge about the basic concepts, tools, techniques, processes and skills of Social Case Work and develop an understanding of application of case work in diverse settings								
CO1	Understand social case work as a primary method of social work.								
CO2	Demonstrate familiarity with Casework processes, tools, and techniques and their application in Professional Social Work Practice.								
CO3	Develop skills in Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization, and Recording.								
CO4	Demonstrate adept understanding and application of diverse approaches and treatment methods in social case work.								
CO5	Apply counseling techniques, understanding its importance in case work and leveraging individual counseling advantages.								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction to Social Case Work – Individual - Nature, Needs, Problems Faced by Individuals and Families, Social Casework - Concept, Nature, Scope, Objectives and Importance, Historical Development of Social Casework, Principles of Social Casework	8	Learn the concept social case work and its history	1,2					
II	Components and Phases of Social Case Work and Case Work Practice in Different Settings - Components of Social Casework (Person, Place, Problem, Professional Representative and Process), Phases of Case Work Process - Study, Assessment, Intervention, Termination, Evaluation and Follow-up, Casework Practice in different settings - Medical, School, Elderly care Homes, Correctional and Rehabilitation Centres - Role of Case Worker.	10	Familiarize about components, process and practice of social case work	1,2					
III	Understanding Relationship, Tools, Techniques, Skills and Recording in Social Case Work - Casework Relationship, Use of Authority and Advocacy in helping process - Problems in helping relationship - Tools, Techniques and Skills of Social Case Work. - Recording in Casework, Principles and Types	10	Understand the various tools and skills of casework	3,4					
IV	Approaches and Treatment methods of Social Case Work -Approaches of Social Case Work - Task Centered Approach, Social Psychological Approach - Problem Solving Approach and Integrated approach - Treatment Methods in Social Case	8	Learn the approaches and treatment methods of social case work	1,3,4					

	Work			
V	Counselling in Case work Practice - Definition, Meaning, Importance, Objectives and Goals of Counselling - Phases in Counselling - Counselling techniques - Areas of counselling - Advantages of Individual Counselling.	9	Understand the method of Counselling and its usage in case work practice	3,5,6

REFERENCE BOOKS:

1. Beistek, F.P. (1957). The Casework Relationship. Chicago: Loyola University Press.
2. Mathew, G. (1992): An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.
3. Pearlman, H H. (1957). Social Case Work: A Problem-Solving Process. Chicago: University of Chicago.
4. Richmond, Mary (1970) Social Diagnosis, New York: Free Press
5. Skidmore, R.A. and Thakhary, M.G. (1982): Introduction to Social Work. New Jersey: Prentice.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand social case work as a primary method of social work.	1,2,4,5,7
2	Demonstrate familiarity with Casework processes, tools, and techniques and their application in Professional Social Work Practice.	1,2,4,5,7
3	Develop skills in Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization, and Recording.	1,2,4,5,7
4	Demonstrate adept understanding and application of diverse approaches and treatment methods in social case work.	1,2,4,5,7
5	Apply counselling techniques, understanding its importance in case work and leveraging individual counselling advantages.	1,2,4,5,7

SEMESTER – II									
Course Title	Indian Social Problems and Social Work Intervention								
Course code	22BSWO122R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			3	0	0	0	0	0	3
Pre-requisite	22BSWO113R	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. Acquire knowledge of various social problems. 2. Develop the ability to apply social work methods in solving social problems. 3. Develop the skills to analyze the situation and cause of social problems.								
CO1	Understand the meaning and nature of social problems.								
CO2	Gain knowledge about crime, social deviation, juvenile delinquency, and terrorism, understanding their causes, differences, and proposing preventive measures.								
CO3	Analyze the burning issues of the society.								
CO4	Familiar with the causes of population explosion and its effect on society.								
CO5	Develop critical thinking to find out welfare measures to fight against diverse social issues.								
Unit- No.	Content		Contact Hour	Learning Outcome			KL		
I	Social Problem; meaning and concept; Contemporary social problems in India: meaning, causes, social consequences and suggestions; Unemployment, Poverty, Corruption, Child Labor		8	Learn the various social problems			1,2		
II	Crime: concept, definition, characteristics, causes. Social Deviation: Meaning, definition and scope of social deviation. Juvenile Delinquency: concept, meaning causes, prevention, suggestions to control Juvenile Delinquency; Distinction between crime and Juvenile Delinquency; Terrorism: meaning, characteristics, objectives, types, evil consequences of Terrorism.		12	Familiarize the concept of crime and social deviancy, delinquency and terrorism			1,2		
III	Casteism: concept and definition, factors in growth of castiesm, evil consequences of castiesm, measures for the eradication of castiesm; Communalism: concept, definition, characteristics, causes of communalism, evil consequences and suggestions to prevent communalism.		10	Understand the concepts of caste, casteism and communalism			3,4		
IV	Population Explosion: Meaning; Causes & Effects of population growth; Measures Suggested to control population Explosion; Population Explosion and its economic impact.		7	Learn the concept of population explosion			1,3,4		
V	Social legislations in India; Definitions, Aim, Need and Objectives; Important Social Legislations for prevention of crime and delinquent behaviour.		8	Understand the various social legislations for prevention of crime			3,5,6		

REFERENCE BOOKS:

1. Mehta P: The Indian Youth, Somaiya Pub., Mumbai, 1971.
2. Paul, M.C: Dowry & position of Women, Inter-India Publication, Delhi.
3. Joshi & Joshi: Indian Social Scene, Deep & Deep Publishers, Delhi, 1989.
4. Problems of Indian: Published by NCERT, New Delhi Society
5. Ahuja, R: Social Problems in India, Jaipur-Delhi, Rawat Publications, 1992.
6. Laxmi Kant h M, Indian Polity, 6th edition, Mc Graw Hill

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the meaning and nature of social problems.	1,5,6,7,9
2	Gain knowledge about crime, social deviation, juvenile delinquency, and terrorism, understanding their causes, differences, and proposing preventive measures.	1,5,6,7,9
3	Analyse the burning issues of the society.	1,5,6,7,9
4	Familiar with the causes of population explosion and its effect on society.	1,5,6,7,9
5	Develop critical thinking to find out welfare measures to fight against diverse social issues.	1,5,6,7,9

SEMESTER – II									
Course Title	Social Psychology								
Course code	22BSWO123R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			3	0	0	0	0	0	3
Pre-requisite	22BSWO112R	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To understand the cognition and behaviour of individuals as they naturally occur in any social context 2. To understand the journey of ‘emerging discipline’ of social psychology and to identify the various landmarks of social psychology 3. To identify different mechanisms behind forming social perception and social influence in a society								
CO1	Understand the conceptual underpinnings of social psychology.								
CO2	Understand diverse theoretical foundations in modern social psychology, covering exchange, motivation, learning, cognition, and socio-cultural influences.								
CO3	Gain knowledge on the characteristics, actions, cognitive processes, environmental variables, biological causes, logical thinking, systematic processing of human behavior.								
CO4	Comprehend the dynamics of social influence, stereotypes' nature, and their profound impact on judgments and actions.								
CO5	Understand group dynamics, leadership styles, and collective behavior.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Introduction: Definition and nature of social psychology; Brief history of social psychology; Scopes of social psychology; Relevance of social psychology to social work		5	Learn social psychology and its relevance in social work practice				1,2	
II	Theoretical Foundation of Modern Social Psychology: Newcomb’s theory; exchange theory: marriage, friendship Motivational theories; Learning theories; Cognitive theories; Socio-cultural theories		6	Familiarize the theories of Social Psychology				1,2	
III	Social Attitudes, Aggression and Prosocial Behaviour; Attitude- Definition, Concept and Nature, Theories-Cognitive Dissonance and Dual Processing, _Attitude and Behaviour: Change of attitude, Inter-personal Attraction, Pro- social behaviour, Altruistic and helping behaviour, Concept of Aggression.		10	Understand the various concepts of social attitudes, aggression and pro-social behaviour				3,4	
IV	Social Influence and Interaction; Stereotypes: Nature and contents, Impact of stereotypes on judgement and Actions, Changing Stereotypes and Barriers to stereotype change, Prejudice and Discrimination: Concept, Origin and Forms, Reduction of Prejudice and Discrimination, Application of Social Psychology: Education, Personal Health, Sports		12	Learn social influence, stereotypes and discrimination				1,3,4	
V	Group Processes and Collective Action: Group: Nature and group development stages, group polarization, group thinking; Group and performance: Social facilitation, social loafing and social conformity; Leadership: Qualities of		12	Understand the Group, its processes and leadership				3,5,6	

leaders, Types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader; Collective behaviour: Crowd			
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REFERENCE BOOKS:

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson
2. Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
3. Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
4. Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.
5. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.
6. Feldman R. S. Understanding Psychology (10th edition), Tata McGraw-Hill

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the conceptual underpinnings of social psychology.	1,2,5,6,9
2	Understand diverse theoretical foundations in modern social psychology, covering exchange, motivation, learning, cognition, and socio-cultural influences.	1,2,5,6,9
3	Gain knowledge on the characteristics, actions, cognitive processes, environmental variables, biological causes, logical thinking, systematic processing of human behaviour.	1,2,5,6,9
4	Comprehend the dynamics of social influence, stereotypes' nature, and their profound impact on judgments and actions.	1,2,5,6,9
5	Understand group dynamics, leadership styles, and collective behaviour.	1,2,5,6,9

SEMESTER – II									
Course Title	Social Work and North East India								
Course code	22BSWO124R	Total credits: 2	L	T	P	S	R	O/ F	C
		Total hours: 30T+0P	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To demonstrate the learners on the existing status of the NE Region of India 2. To provide a platform to understand the nature of challenges and issues that creates developmental issues of NE India 3. To familiarize the need and importance of social work intervention in NE region of India in addressing multiple issues.								
CO1	Gain understanding on the current trends of the demography and its trends in NE India								
CO2	Acquire an idea on the socio-political issues and challenges of NE India.								
CO3	Understand the roles and functions councils and ministries in NE region.								
CO4	Understand social work interventions, including human rights advocacy, conflict resolution, and the importance of professional bodies in Northeast India.								
CO5	Understand social work theories and roles in addressing issues in Northeast India, focusing on vulnerable populations.								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Northeast India and Its Demography: Census 2011 and demographic composition of Northeast India, trends and pattern of population growth in NE region, Spatial growth and causes of population growth in NE India.	6	Learn the demography of NE India	1,2					
II	Northeast India and its challenges: Socio-economic and political includes; Conflicts, Geophysical variations, cultural diversity, identity crisis and ethnic issues, extremism and insurgency. Look east policy and interstate (National) and International Border issues.	8	Familiarize the challenges of NE India	1,2					
III	Councils and bodies: Roles and Functions of Northeastern Council, Ministry of Development of North Eastern Region.	5	Understand the various councils and bodies in NE India	3,4					
IV	Scope of Social Work Interventions: Advocating for Human rights, Need of social action in identity crisis versus recognition, strategies for conflict resolution. Need of Social Work Professional bodies in NE India.	5	Learn the Social Work interventions in NE India.	1,3,4					
V	Theoretical perspectives of social work and Issues of Northeast India: Strength based and eco system perspectives, Different roles of social workers in addressing contemporary issues of NE India and its vulnerable population such as women, children and elderly.	6	Understand the perspectives of social work and Issues in NE India	3,5,6					

REFERENCE BOOKS:

1. Alastair, C. (Ed.) (2001) Men and Social Work: Theories and Practices. New York, Palgrave.
2. Das B, Das A & Devi M. T. (2020). Contemporary Issues of Northeast and Social Work Intervention. New Delhi: Akansha Publishing House.
3. Riamei, J. (2014). Social Work Education in Northeast India: Status and Challenges. International Journal of Social Work and Human Services Practice, 2(5). 201-206.
4. Singh, S. (2003). Future Challenges Before Social Work Profession in India and Required Responses'
5. Singh S. and Srivastava S. P. (Ed), Social Work Education in India ----Challenges and Opportunities. New Royale Co., Lucknow.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain understanding on the current trends of the demography and its trends in NE India	1,2,4,5
2	Acquire an idea on the socio-political issues and challenges of NE India.	1,2,4,5
3	Understand the roles and functions councils and ministries in NE region.	1,2,4,5
4	Understand social work interventions, including human rights advocacy, conflict resolution, and the importance of professional bodies in Northeast India.	1,2,4,5
5	Understand social work theories and roles in addressing issues in Northeast India, focusing on vulnerable populations.	1,2,4,5

SEMESTER – II									
Course Title	Concurrent Fieldwork II								
Course code	22BSWO125R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 180	0	0	0	12	0	0	3
Pre-requisite	22BSWO115R	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To know about the organization, its Vision and Mission 2. To know about the Community/ area where the Organization is working and know about various initiatives taken by the Organization for the betterment of the community 3. To identify the problems/issues in the community and understand the beneficiaries and nature of beneficiaries.								
CO1	Develop the skills of documentation and reporting of fieldwork.								
CO2	Determine which approaches work in practice and how they must be adapted to specific situations.								
CO3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.								
CO4	Engagement in self-assessment and develop a professional identity								
CO5	Apply ethical principles in fieldwork, demonstrating a commitment to ethical considerations in professional social work.								
The basic aim of the course is to practice fieldwork in social work profession. The student will learn about the various organizations working for the community and understand the problems/issues in the community and work on various initiatives taken by the organization for the betterment of the community									

OTHER LEARNING RESOURCES:

The students will be going to the organization (GO, NGO, CBO) for two days a week (12 hours per week, approximately 144 hours for the semester/ 20-25 days of fieldwork) besides their regular theory classes. Every week they will submit their fieldwork reports, meet for Individual Conferences and Group Conferences (IC/GC).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the skills of documentation and reporting of fieldwork.	1,3,5,6
2	Determine which approaches work in practice and how they must be adapted to specific situations.	1,3,5,6
3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	1,3,5,6
4	Engagement in self-assessment and develop a professional identity	1,3,5,6
5	Apply ethical principles in fieldwork, demonstrating a commitment to ethical considerations in professional social work.	1,3,5,6

SEMESTER – II									
Course Title	Techno Professional I: Communication and Interviewing Skills for Social Worker								
Course code	22BSWO126R	Total credits: 2 Total hours: 0T+60P	L	T	P	S	R	O/ F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To demonstrate the differences between interview and interaction 2. To develop effective and purposeful communication. 3. To develop knowledge and skills required to carry out an interview 4. To develop basic values, ethical concern, attitudes required to be a competent social work interview.								
CO1	Understand the process of communication								
CO2	Analyze the need of communication for different types of interviews								
CO3	Relate the role of communication in the application of social work profession								
CO4	Evaluate the impact of effective communication in various stages of social work interviews								
CO5	Demonstrate effective communication skills in simulated social work interview scenarios								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Basics about Communication and Interview Skills: meaning and importance of communication and Interview, process and communication process, Interviewing-objectives, principles of interviewing.		10	Basic concepts of interview and communication				1,2	
II	Rapport Building: Relationship-Building Skills, Empathy, Authenticity and their practices in the interview process.		25	Learn about process of rapport building				1,2	
III	Applying qualities of effective Communicator and Interview: Communicator; Good listener, Concise, Empathetic, Confident, Friendly, Observant, Appreciative, Polite. Interviewer; Conversation skills, controlled of emotional involvement, cultural competency, critical thinking and confidentiality.		25	Gain knowledge on the applications of various skills of interview				1,2	

REFERENCE BOOKS:

1. Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.
2. Larsen, J.A. (2012). Direct Social Work Practice: Theory and Skills (9 th ed.). Pacific Grove,

CA: Brooks/Cole.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the process of communication	1,3,6,8
2	Analyse the need of communication for different types of interviews	1,3,6,8
3	Relate the role of communication in the application of social work profession	1,3,6,8
4	Evaluate the impact of effective communication in various stages of social work interviews	1,3,6,8
5	Demonstrate effective communication skills in simulated social work interview scenarios	1,3,6,8

SEMESTER – II									
Course Title	MOOCS CE I								
Course code	22BACE121R	Total credits: 2 Total hours: 0T+60P	L	T	P	S	R	O/ F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1.To Learn key concepts in particular subject from top international experts. 2. To Improve student’s problem-solving and critical thinking skills through assignments. 3. To apply course knowledge to real-life situations and enhance professional skills.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance teamwork and collaboration skills through group projects and discussions.								
MOOCS CE I is provided through Coursera Platform, which is an online course where students are allowed to take course/courses per semester on the basis of the hours with relevance to the credit and the courses are provided from the international universities across the world. During the courses, students have to submit assignments, quizzes.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,2,3,4,5,8,9
2	Develop skills to analyze information critically and propose effective solutions.	1,2,3,4,5,6,7,8,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	1,2,3,4,5,6,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,3,4,5,8,9
5	Enhance teamwork and collaboration skills through group projects and discussions.	1,2,3,4,5,6,7,8,9

SEMESTER – II									
Course Title	Co-Curricular (NON-CGPA)								
Course code	22UBCC121	Total credits: 1 Total hours: 60	L	T	P	S	R	O/ F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To enhance the students' acquainted with the classroom learning activities 2. To enhance the students' abilities with revision work 3. To expand the knowledge and skills of the students with day to day with classroom activities								
CO1	Students will learn to work well with others and communicate better.								
CO2	Students will learn to manage their time and stay organized.								
CO3	Students will enhance their creative abilities and think more critically.								
CO4	Students will improve their overall health and reduce stress.								
CO5	Students will become more aware of their role in society and contribute positively.								
Co-curricular activities will equip the students to enhance and engage with various sections of the society and formulate agendas of social and cultural events, seminars, workshops, awareness programs etc. It will also allow them to participate in community matters.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will learn to work well with others and communicate better.	1,2,3,4,5,6,7,8,9
2	Students will learn to manage their time and stay organized.	1,2,3,4,5,6,7,8,9
3	Students will enhance their creative abilities and think more critically.	1,2,3,4,5,6,7,8,9
4	Students will improve their overall health and reduce stress.	1,2,3,4,5,6,7,8,9
5	Students will become more aware of their role in society and contribute positively.	1,2,3,4,5,6,7,8,9

SEMESTER – II									
Course Title	EXTRA CURRICULAR ACTIVITIES								
Course code	22BSWO111R	Total credits: 1 Total hours: 60	L	T	P	S	R	O/ F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To develop the social and soft skills and to promote a holistic development of the learners 2. To develop leadership and teamwork abilities by working together on projects. 3. To encourage effective communication and interpersonal skills among learners.								
CO1	Students will develop leadership abilities through various activities								
CO2	Students will learn to interact and build relationships with others.								
CO3	Students will explore and develop their personal interests and hobbies.								
CO4	Students will improve their ability to solve problems creatively and effectively.								
CO5	Students will gain a better understanding and appreciation of different cultures.								
<p>AdtU encourages a range of activities outside the regular curriculum intended to meet learner's interest, These activities are aimed to develop the social and soft skills and promote a holistic development of the learners, Keeping in mind the 360 degree learning methodology the students are engaged in different activities headed under different clubs viz. Dance, music, photography, drama, literary etc., The students are encouraged to participate in regular club activities, workshops, competitions as per their interest and hobbies, The student members of the club are trained represent AdtU in various inter University student and national level competitions, Renewed personalities are invited to conduct workshops that benefit the members and students by giving them the platform to learn from experts in the respective fields.</p>									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will develop leadership abilities through various activities	1,2,3,4,5,6,7,8,9
2	Students will learn to interact and build relationships with others.	1,2,3,4,5,6,7,8,9
3	Students will explore and develop their personal interests and hobbies.	1,2,3,4,5,6,7,8,9
4	Students will improve their ability to solve problems creatively and effectively.	1,2,3,4,5,6,7,8,9
5	Students will gain a better understanding and appreciation of different cultures.	1,2,3,4,5,6,7,8,9

SEMESTER – II									
Course Title	Implicit English								
Course code	22UMPD111R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 32	0	0		0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	UG SCIENCES/ UG Humanities & Social sciences								
Semester	Summer/ II semester of the first year of the program								
Course Objectives (Minimum 3)	1. To equip students with the skills to interchange sentence types, use various tenses, and correct common grammatical errors. 2. To enable students to effectively use one-word substitutions, understand homonyms and homophones, avoid commonly confused words, and use idioms and phrases. 3. To help students understand the nature and types of listening, and overcome barriers to effective listening. 4. To enable students to apply effective reading techniques, gather information from texts, and use the SQ3R technique. 5. To teach students the importance of time management and basic strategies to maintain it. 6. To guide students in developing a comprehensive and professional LinkedIn profile.								
CO1	Provide students with the ability to transform sentence types, utilize different tenses, and address common grammatical mistakes.								
CO2	Empower students to proficiently apply one-word substitutions, differentiate between homonyms and homophones, avoid frequently confused words, and incorporate idioms and phrases in their vocabulary.								
CO3	Assist students in comprehending the various aspects and types of listening, and in identifying and overcoming obstacles to effective listening.								
CO4	Facilitate students in employing effective reading strategies, extracting relevant information from texts, and utilizing the SQ3R method.								
CO5	Instruct students on the significance of time management and provide foundational strategies to manage their time efficiently.								
CO6	Lead students in creating a well-rounded and professional LinkedIn profile.								
Unit-No.	Content	Contact Hour			Learning Outcome			BL	
I	Module 1- Grammar (flipped classroom) <ul style="list-style-type: none"> • Interchange of Interrogative and Assertive Sentences, Exclamatory and Assertive Sentences • Types of Tenses • Common Errors 	6			Students will accurately construct and transform various sentence types and correct grammatical errors.			1, 2,3	

II	Module 2- Vocabulary Development <ul style="list-style-type: none"> • One word substitution • Homonyms and Homophones • Words often confused • Idioms and phrases 	6	Students will enhance their vocabulary and use words accurately in context.	1, 2,3
III	Module 3-Listening Skills <ul style="list-style-type: none"> • What is listening? • Types of Listening • Understanding Listening Barriers 	5	Students will demonstrate effective listening skills and identify listening barriers.	1,2,3
IV	Module 4 - Reading Skills <ul style="list-style-type: none"> • Techniques of Effective Reading • Gathering ideas and information from a text • The SQ3R Technique 	5	Students will read efficiently and extract relevant information using the SQ3R technique.	1,2,3
V	Module 5 - Time-Management Skills <ul style="list-style-type: none"> • Introduction to Time Management • Purpose and Importance of Time Management • Basic Tips to Maintain Time 	4	Students will effectively manage their time using various strategies.	1,2,3
VI	Module 6- Creation of LinkedIn Profile	6	Students will create a professional LinkedIn profile.	2,3

Text books:

1. Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
2. Reed, James. 2016. 101 Job Interview Questions You'll Never Fear Again, Plume
3. Pease, Barbara. 2006. The Definitive Book of Body Language, RHUS.
4. McDowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition)

Reference Books:

1. Zinsser, William. (2006) On Writing Well: The Classic Guide to Writing Nonfiction Harper Perennial
2. Taylor J. and Wright, J., IELTS Advantage Reading Skills: A step-by-step guide to a high IELTS reading score, Delta Publishing by Klett.
3. Kelley, Thea. 2021. Get That Job: The Quick and Complete Guide to a Winning Interview, Plover crest Press.
4. Murphy, Raymond, (2012) English Grammar in Use Book with Answers: A Self-Study and Practice Book for Intermediate Learners of English, Cambridge University Press

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Provide students with the ability to transform sentence types, utilize different tenses, and address common grammatical mistakes.	1,2,3,9
2	Empower students to proficiently apply one-word substitutions, differentiate between homonyms and homophones, avoid frequently confused words, and incorporate idioms and phrases in their vocabulary.	1,2,3,9
3	Assist students in comprehending the various aspects and types of listening, and in identifying and overcoming obstacles to effective listening.	1,2,3,7,9
4	Facilitate students in employing effective reading strategies, extracting relevant information from texts, and utilizing the SQ3R method.	1,2,3,4,5,6,7,8,9
5	Instruct students on the significance of time management and provide foundational strategies to manage their time efficiently.	3,6,9

SEMESTER – II									
Course Title	Computational systems and Digital World								
Course code	22BSWO211R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 0T+30P	0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. Students will be able to understand the fundamentals of computer systems and Internet search along with advanced features of MS-Office. 2. Students will be able to learn data management, statistical analysis and visualization. 3. Students will be able to use social media and e-commerce portals, Digital Payment systems, 								
CO1	Students will have basic understanding of Computer Systems and Internet search.								

CO2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.			
CO3	Students will be able to efficiently and ethically use social media and e-commerce sites.			
CO4	Students will have introduction to various utility software used in research and information management			
CO5	Students will understand digital payment systems and basic cyber security, allowing them to make secure online transactions.			
Unit -No.	Content	Contact Hour	Learning Outcome	KL
I	Fundamentals of Computer Systems, Office Automation and Internet Search i. Components of a Computer and their functions. ii. Office Automation using MS-Word, MS-Excel, and MS-PowerPoint. iii. Data management, Statistical Data Analysis and Data Visualization with MS-Excel. iv. Use of Functions, Graphs & Charts in MS-Excel	6	Use MS-Word, MS-Excel, and MS-PowerPoint for office tasks and create basic data visualizations.	1,2
II	Internet & Cyber World i. Introduction to Computer Networks, Internet and World Wide Web, Websites and Web portals. ii. Creation and use of Email Accounts. iii. Web browsing, Web Searching, Different aspects of Web Searching- Search Keywords, conditions and combinations. iv. Study of different Search Engines like Google, Microsoft Bing, Yahoo, Yandex, DuckDuckGo, Ask.com etc. v. Cyber Crimes, Cyber Laws and IT Act 2000, India.	6	Manage email accounts and perform effective web searches using different search engines.	1,2
III	Introduction to social media and E-Commerce i. Relevance of social media in present scenario. Posting different types of contents in social media. ii. Creating accounts and using some popular social media portals and Apps like WhatsApp, Facebook, etc. Social Media Etiquettes & Crimes. iii. Definition of E-Commerce; E-Commerce versus traditional Commerce. iv. Case studies of popular E-Commerce portals like Amazon. v. E-commerce Etiquettes & Crimes.	6	Use social media platforms and understand how E-Commerce differs from traditional commerce.	3,4
IV	Digital Payments and Digital Transactions i. Introduction to Digital Payment Systems. ii. Creating accounts and using Digital Payment Systems like Credit Cards, Debit Cards, Net banking, UPI. iii. Digital payments Etiquettes & Crimes.	6	Handle digital payments using credit cards, debit cards, and UPI, following proper etiquette.	1,3,4
V	Basic Accounting and Utility Software i. Introduction to Basic accounting concepts, Introduction to an Accounting Software like	6	Use accounting software like GnuCash or Tally and create data	1,3,4

	GnuCash or Tally ii. Introduction to Technical Document writing using LaTeX. iii. Introduction to Data Visualization software – Sigma, Google Charts, Tableau.		visualizations with tools like Google Charts.	
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Text Books:

1. Sinha Pradeep K. and Priti Sinha. Computer Fundamentals: Concepts Systems & Applications. 3rd ed. New Delhi: BPB Publications.
2. Goel, A, 2010. Computer Fundamentals, Pearson India.

Reference Books:

1. Bala Guruswamy, E. 2009 Fundamentals of Computers, Tata McGraw-Hill Education.
2. Bala Guruswamy, 2014. E. Fund of Comp & Programming (Updated Ed Sem. I, Au) Tata McGraw-Hill Education.
3. Lawson, C. 2022. Introduction to Social Media, Oklahoma State University.

Other Learning Resources:

1. <https://www.w3schools.com>
2. <https://edu.gcfglobal.org>.
3. <https://www.tutorialspoint.com>
4. <https://www.javatpoint.com>.

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
II OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic understanding of Computer Systems and Internet search.	2,3,4,9
2	Students will be able to solve data analysis, management and visualization issues using MS-Office products.	2,3,4,9
3	Students will be able to efficiently and ethically use social media and e-commerce sites.	2,3,4,9
4	Students will have introduction to various utility software used in research and information management	2,3,4,9
5	Students will understand digital payment systems and basic cyber security, allowing them to make secure online transactions.	2,9

SEMESTER – III									
Course Title	Social Work with Groups								
Course code	22BSWO211R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1.To develop understanding of group work as a method of social work. 2.To gain knowledge about group formation and use of a variety of group approaches. 3. To develop practical leadership skills and an understanding of group dynamics.								
CO1	Develop knowledge, skills, and techniques to be used by the social worker in group work practice.								
CO2	Learn the group as an instrument of change and development								
CO3	Understanding the group dynamics and resolving group conflicts through the group work process.								
CO4	Develop knowledge competencies in working with groups in various settings.								
CO5	Develop and implement evidence-based interventions and strategies to address the specific needs and goals of social groups within different settings.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Social Group: Meaning, concept and characteristics of group; Types of groups: Purpose, Membership Duration Process.		7	Know the dynamics of social group				1,2	
II	Group Work: Meaning, concept, characteristics and objectives; Values and Principles of social group work; Historical Developments of Social group work in the West and India		9	Learn the values and principles of group work				1,2	
III	Steps In the Group Work Process; Group Formation, and Admission of Formed Groups for Group Work Intervention; Work during the different stages of group development, orientation, bonding, interaction, conflict, confrontation, termination of the group work; Group as an agent of development.		11	Learn the process of group work ranging from formation to termination of group.				3,4	
IV	Group Dynamics and group morale; Role of social worker in group work: enabler, stimulator, supporter, guide, educator, resource		9	Learn the group dynamics				1,3,4	
V	Social group work in different settings: Open and closed communities, hospitals, residential and non-residential institutions, Children, Adolescents and Elderly.		9	Understand the application of group work in different settings.				3,5,6	

REFERENCE BOOKS:

1. Bhattacharya, S. 2006. Social Work an Integrated Approach. New Delhi: Deep & Deep
2. Siddiqui, H.Y.2007. Social Group work. Jaipur: Rawat Publications
3. Mishra P. D, (1994), *Social Work Philosophy & Methods*, Inter India Publications.
4. Alissi, A.S. 1980, *Perspectives on Social Group Work Practice: A Book of Readings*, New York; the Free Press.

5. Konopka, G. 1963, Social Group Work: A Helping Process Englewood Cliff. N.J.: Prentice-Hall. Inc.
6. Trecker, H.B.1980, Social Group Work: Principles & Practice, New York Association Press.

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=Jj2hJEdxnnY>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
IIOUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop knowledge, skills, and techniques to be used by the social worker in group work practice.	1,2,3,4,5,6,7,8,9
2	Learn the group as an instrument of change and development	1,2,3,4,5,6,7,8,9
3	Understanding the group dynamics and resolving group conflicts through the group work process.	1,2,3,4,5,6,7,8,9
4	Develop knowledge competencies in working with groups in various settings.	1,2,3,4,5,6,7,8,9
5	Develop and implement evidence-based interventions and strategies to address the specific needs and goals of social groups within different settings.	1,2,3,4,5,6,7,8,9

SEMESTER – III									
Course Title	Social Welfare Administration								
Course code	22BSWO212R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1.To understand the concept, principles and components of social welfare administration. 2.To develop understanding of social welfare administration as a method of social Work. 3. To apply modern management techniques in social service and human service organizations.								
CO1	Apply the administrative process in welfare institutions.								
CO2	Learn the process of Registration of Non-Governmental Organizations.								
CO3	Synthesis the various components of social welfare organizations.								
CO4	Acquire knowledge and take leadership in the administration process.								
CO5	Develop skills in effective communication, collaboration, and networking with stakeholders.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Social Welfare Administration: Meaning, definition, principles, scope and functions & History of social welfare administration		7	Understand the concept of social welfare administration				1,2	
II	Administrative process in welfare organizations: Planning, Organizing, Directing, Staffing, Coordinating, Financial administration: Budgeting, Fund raising, Accounting, Auditing; Public relations & reports; Maintenance of files.		10	Understand the administrative process in welfare institutions.				1,2	
III	Non-governmental organizations: Concept and Definition, Societies Registration Act, Indian Trust Act; Factors motivating voluntary action. National & international voluntary agencies; Problems of voluntary organizations. Fund raising meaning and importance, Concept of CSR.		10	Know the process of Registration of Non-Governmental Organizations.				3,4	
IV	Organization of Human Services: Establishment of human service organization, Management of human service organization, Decision making processes, Role of Communication in administration.		9	Learn the dynamics of human services				1,3,4	
V	Practice of Social Welfare Administration in different settings; History, Structure and Functions of Central and state welfare boards; Role of Social Workers in Social Welfare Administration		9	Understand the various stakeholders of social welfare administrations				3,5,6	

REFERENCE BOOKS:

1. Sachdeva, D.R. 1993 Social Welfare Administration in India, Allahabad, Kitab Mahal.
2. Chandra, Snehlata, 2003. Guidelines for NGOs Management in India, New Delhi: Kanishka

Publications.

3. Ventakata nath, C, 2009. NGO'S & Rural Development, Arise Publishers and Distributors: New Delhi.
4. Goel, S.L. and Jain, R.K 1988 Social Welfare Administration, Vol. I and II, New Delhi Deep Publications.
5. Siddiqui H.Y. 1990 Social Welfare in India New Delhi Harnam Publications.

OTHER LEARNING RESOURCES:

1. https://www.youtube.com/watch?v=bKKM_b15kIA

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply the administrative process in welfare institutions.	1,2,3,4,5,6,7,8,9
2	Learn the process of Registration of Non-Governmental Organizations.	1,2,3,4,5,6,7,8,9
3	Synthesis the various components of social welfare organizations.	1,2,3,4,5,6,7,8,9
4	Acquire knowledge and take leadership in the administration process.	1,2,3,4,5,6,7,8,9
5	Develop skills in effective communication, collaboration, and networking with stakeholders.	1,2,3,4,5,6,7,8,9

SEMESTER – III									
Course Title	Legal System in India and Indian Constitution								
Course code	22BSWO213R	Total credits: 2 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of Second year of the programme								
Course Objectives (Minimum 3)	1. To develop basic understanding about Indian Legal System- procedures and essential laws in practice. 2. To understand legislative provisions involved in establishing and maintaining human rights. 3. To enhance skills in analyzing and interpreting legal texts and resources.								
CO1	Learn the Indian constitution and basic legal provisions.								
CO2	Apply the role of professional social workers in legal aid, legal assistance, and social advocacy.								
CO3	Demonstrate the meaning and process of the warrant, bail, criminal cases, etc.								
CO4	Illustrate the dynamics of social welfare policy in India.								
CO5	Develop the ability to effectively communicate and articulate legal arguments.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Indian Constitution: its Salient Features, Social Ideals of Indian Constitution, the Directive Principles of State Policy		7	Learn the Indian constitution and basic legal provisions				1,2	
II	Concepts and procedures in Law enforcement: Crimes, FIR, Arrest, Summons, Warrant, Bail, Charge Sheet. Police Custody and Judicial Custody; Rights of Arrested Person, Rights of Women and Children in Jail		10	Understand the meaning and process of the warrant, bail, criminal cases, etc.				1,2	
III	Criminal Courts and Civil Courts: Nature and Types of Civil/Criminal Cases; Criminal Courts: Magistrate and Sessions Court; City Civil courts, Family Courts and Consumer Court.		10	Understand the procedure in different courts.				3,4	
IV	Structure of Indian Judiciary System; Powers and Functions of: Supreme Court, High Court, District and subordinate courts.		9	Understand the structures and functions of judiciary system				1,3,4	
V	Major Acts: India Penal Code, Criminal Procedure Code, Civil Procedure Code, Evidence Act.		9	Understand the application of some major Acts.				3,5,6	

REFERENCE BOOKS:

1. Desai, A. E 1986 Violation of democratic rights in India.Vol-1.
2. Iyer, V.R.K.1984 Justice in words and Justice in Deed for Depressed classes.
3. Newman, G, 1999 Global report on crime and justice, NEW YORK: Oxford university press.
4. Aranha T Social Advocacy – perspective of social work, Bombay: college of Social Work.

5. Buxi. U.1986 Alternatives in Development: Law, the crisis of the Indian legal system, New Delhi: Vikas Publishing House

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=JVCDIgMvsUk>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn the Indian constitution and basic legal provisions.	1,2,9
2	Apply the role of professional social workers in legal aid, legal assistance, and social advocacy.	1,2,3,5,6,8,9
3	Demonstrate the meaning and process of the warrant, bail, criminal cases, etc.	2,3,8
4	Illustrate the dynamics of social welfare policy in India.	1,4,7
5	Develop the ability to effectively communicate and articulate legal arguments.	2,5,8,9

SEMESTER – III									
Course Title	Techno-Professional Skills II: Community Innovative Practices in Social work								
Course code	22BSWO214R	Total credits: 1	L	T	P	S	R	O/ F	C
		Total hours: 0T+30P	0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1.To demonstrate the innovative practices for the community. 2. To develop knowledge and skills required to carry out the innovative practices. 3. To apply participatory approaches and collaborative problem-solving techniques to empower communities								
CO1	Identify critical community issues								
CO2	Develop diverse models in relation to the contemporary practices								
CO3	Application of various tools, techniques and skills for generating new ideas in solving community problems								
CO4	Collaborate effectively with diverse stakeholders.								
CO5	Evaluate the impact and sustainability of community interventions.								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	Need Assessment & Identification: Practice tools of assessing the Community Need, Application Participatory Action Research (PAR) and Implications of PRA for Identification of community problems		10	Learn the basics of Social Work Profession				1,2	
II	Developing Entrepreneurs and Project Proposal: social entrepreneurs in addressing community challenges, Case studies of successful social enterprises in community development		10	Familiarize about the History and Development of Social Work				1,2	
III	Collaboration and Networking: Developing evaluation frameworks for community programs, Designing and implementing innovative social work programs		10	Understand the various concepts of social work profession				3,4	

REFERENCE BOOKS:

1. Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.
2. Larsen, J.A. (2012). Direct Social Work Practice: Theory and Skills (9 th ed.).Pacific Grove, CA: Brooks/Cole.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Identify critical community issues	1,2,4,5,6,7,8,9
2	Develop diverse models in relation to the contemporary practices	1,2,3,4,5,6,7,8,9
3	Application of various tools, techniques and skills for generating new ideas in solving community problems	1,2,3,4,5,6,7,8,9
4	Collaborate effectively with diverse stakeholders.	1,2,3,4,5,6,7,8,9
5	Evaluate the impact and sustainability of community interventions.	1,2,3,4,5,6,7,8,9

SEMESTER – III									
Course Title	Concurrent Fieldwork III & Rural Camp								
Course code	22BSWO215R	Total credits: 3 Total hours: 180	L	T	P	S	R	O/F	C
			0	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1. To know about the organization. 2. To know about the Community where the Organization is working. 3. To know about the Beneficiaries and Nature of Beneficiaries. 4. To Understand the problems in the community.								
CO1	Learn the art of documenting and reporting fieldwork with precision and clarity.								
CO2	Identify effective approaches in practice and adapt them appropriately to specific situations.								
CO3	Demonstrate an understanding of the impact of organizational context on professional practice, while honing skills in agency-based social work.								
CO4	Effectively communicate fieldwork findings through clear and concise reports.								
CO5	Apply adaptable strategies in response to the dynamic nature of professional social work, considering the evolving needs and challenges within the organizational context								
The basic aim of the course is to introduce the concept of fieldwork in social work profession. The student will learn about the various organizations working for the community and understand the problems/issues in the community. The student will undergo field work practicum under various GOs, NGOs, CBOs etc along with community visits.									

REFERENCE BOOKS:

1. Subhedar, I. S. (2001). *Fieldwork Training in Social Work*. New Delhi: Rawat Publications.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn the art of documenting and reporting fieldwork with precision and clarity.	1,2,3,4,5,8,9
2	Identify effective approaches in practice and adapt them appropriately to specific situations.	1,2,3,4,5,6,7,8,9
3	Demonstrate an understanding of the impact of organizational context on professional practice, while honing skills in agency-based social work.	1,2,3,4,5,6,7,8,9
4	Effectively communicate fieldwork findings through clear and concise reports.	1,3,4,5,8,9
5	Apply adaptable strategies in response to the dynamic nature of professional social work, considering the evolving needs and challenges within the organizational context	1,2,3,4,5,6,7,8,9

SEMESTER – III									
Course Title	MOOCS CE II								
Course code	22BACE211R	Total credits: 2 Total hours: 0T+60P	L	T	P	S	R	O/ F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1.To Learn key concepts in particular subject from top international experts. 2. To Improve student’s problem-solving and critical thinking skills through assignments. 3. To apply course knowledge to real-life situations and enhance professional skills.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance teamwork and collaboration skills through group projects and discussions.								
MOOCS CE II is provided through Coursera Platform, which is an online course where students are allowed to take course/courses per semester on the basis of the hours with relevance to the credit and the courses are provided from the international universities across the world. During the courses, students have to submit assignments, quizzes.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,2,3,4,5,8,9
2	Develop skills to analyze information critically and propose effective solutions.	1,2,3,4,5,6,7,8,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	1,2,3,4,5,6,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,3,4,5,8,9
5	Enhance teamwork and collaboration skills through group projects and discussions.	1,2,3,4,5,6,7,8,9

SEMESTER – III									
Course Title	Co-Curricular (Non-CGPA)								
Course code	22UBCC211	Total credits: 1 Total hours: 60	L	T	P	S	R	O/F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of Second year of the programme								
Course Objectives (Minimum 3)	1. To enhance the students' acquainted with the classroom learning activities 2. To enhance the students' abilities with revision work 3. To expand the knowledge and skills of the students with day to day with classroom activities								
CO1	Students will learn to work well with others and communicate better.								
CO2	Students will learn to manage their time and stay organized.								
CO3	Students will enhance their creative abilities and think more critically.								
CO4	Students will improve their overall health and reduce stress.								
CO5	Students will become more aware of their role in society and contribute positively.								
Co-curricular activities will equip the students to enhance and engage with various sections of the society and formulate agendas of social and cultural events, seminars, workshops, awareness programs etc. It will also allow them to participate in community matters.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	- Students will learn to work well with others and communicate better.	1,2,3,4,5,6,7,8,9
2	Students will learn to manage their time and stay organized.	1,2,3,4,5,6,7,8,9
3	Students will enhance their creative abilities and think more critically.	1,2,3,4,5,6,7,8,9
4	Students will improve their overall health and reduce stress.	1,2,3,4,5,6,7,8,9
5	Students will become more aware of their role in society and contribute positively.	1,2,3,4,5,6,7,8,9

SEMESTER – III									
Course Title	Extra-Curricular Activities								
Course code	22UBEC111	Total credits: 1 Total hours: 60	L	T	P	S	R	O/ F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1. To develop the social and soft skills and to promote a holistic development of the learners 2. To develop leadership and teamwork abilities by working together on projects. 3. To encourage effective communication and interpersonal skills among learners.								
CO1	Students will develop leadership abilities through various activities								
CO2	Students will learn to interact and build relationships with others.								
CO3	Students will explore and develop their personal interests and hobbies.								
CO4	Students will improve their ability to solve problems creatively and effectively.								
CO5	Students will gain a better understanding and appreciation of different cultures.								
<p>AdtU encourages a range of activities outside the regular curriculum intended to meet learner's interest, These activities are aimed to develop the social and soft skills and promote a holistic development of the learners, Keeping in mind the 360 degree learning methodology the students are engaged in different activities headed under different clubs viz. Dance, music, photography, drama, literary etc., The students are encouraged to participate in regular club activities, workshops, competitions as per their interest and hobbies, The student members of the club are trained represent AdtU in various inter University student and national level competitions, Renewed personalities are invited to conduct workshops that benefit the members and students by giving them the platform to learn from experts in the respective fields.</p>									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will develop leadership abilities through various activities	1,2,3,4,5,6,7,8,9
2	Students will learn to interact and build relationships with others.	1,2,3,4,5,6,7,8,9
3	Students will explore and develop their personal interests and hobbies.	1,2,3,4,5,6,7,8,9
4	Students will improve their ability to solve problems creatively and effectively.	1,2,3,4,5,6,7,8,9
5	Students will gain a better understanding and appreciation of different cultures.	1,2,3,4,5,6,7,8,9

SEMESTER – III									
Course Title	English Language for Excellence								
Course code	22UBPB212R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 32	0	0		0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	UG SCIENCES/UG Humanities & Social Sciences								
Semester	Winter/ III semester of the second year of the program								
Course Objectives (Minimum 3)	1.To understand and apply grammar rules effectively. 2. To develop clear and structured writing skills. 3. To cultivate self-management skills. 4. To understand and utilize non-verbal communication. 5. To enhance group discussion skills 6. To master interview skills and dress code ethics								
CO1	Enable students to use prepositions, construct simple, complex, and compound sentences, and distinguish between active and passive voice.								
CO2	Teach students the basics of writing, how to avoid ambiguity, write paragraphs and letters, and prepare resumes and cover letters.								
CO3	Help students conduct SWOT analyses, practice self-regulation, and maintain personal hygiene.								
CO4	Equip students with knowledge about non-verbal communication, types of body language, and their impact.								
CO5	Train students in planning and conducting group discussions, effectively disagreeing, and summarizing to attain objectives.								
CO6	Prepare students for personal interviews, answer common interview questions, follow telephone interview etiquettes, and adhere to dress code and grooming standards.								
Unit-No.	Content	Contact Hour	Learning Outcome	BL					
I	Unit 1- Grammar (Flipped classroom) i. Use of Prepositions ii. Simple, complex, compound sentences iii. Active and Passive Voice	6	Students will correctly use prepositions, create various sentence structures, and convert between active and passive voice.	2,3					
II	Unit 2- Writing Skills I. The Basics of Writing; avoid ambiguity and vagueness II. Paragraph Writing III. Letter Writing IV. Resume and Cover Letter	6	Students will write clear and structured paragraphs, letters, resumes, and cover letters.	3,4					

III	Unit 3- Self-Management Skills i. SWOT Analysis ii. Self-Regulation iii. Personal Hygiene	5	Students will perform SWOT analyses, self-regulate, and adhere to personal hygiene practices.	3,4
IV	Unit 4- Non- Verbal Communication-Sciences of Body Language i. What is Non-Verbal Communication & Body Language, ii. Types of Body Language, iii. Importance and Impact of Body Language,	5	Students will understand and effectively use different types of body language in communication.	2,3
V	Unit 5- Group Discussion i. Planning and Elements of Group Discussion ii. Effectively disagreeing, iii. Summarizing and Attaining the Objective.	5	Students will plan and participate in group discussions, disagree constructively, and summarize discussions.	3,4
VI	Unit 6- Interview Skills & Dress code Ethics i. Personal Interview – Concept and Practice ii. Common Interview Questions and answering Strategies iii. Telephone Interview Etiquettes iv. Introduction to Dress Code and Grooming	5	Students will demonstrate effective interview techniques, answer common questions, follow telephone etiquettes, and dress appropriately.	2,3

Text books:

1. Barrett, Grant. 2016. *Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking*, Zephyros Press.
2. Reed, James. 2016. *101 Job Interview Questions You'll Never Fear Again*, Plume.
3. Pease, Barbara. 2006. *The Definitive Book of Body Language*, RHUS.
4. McDowell, Gayle Laakmann. 2008. *Cracking the Coding Interview* (Indian Edition)

Reference Books:

1. Zinsser, William. (2006) *On Writing Well: The Classic Guide to Writing Nonfiction* Harper Perennial.
2. Taylor J. and Wright, J., *IELTS Advantage Reading Skills: A step-by-step guide to a high IELTS reading score*, Delta Publishing by Klett.
3. Kelley, Thea. 2021. *Get That Job: The Quick and Complete Guide to a Winning*

Interview, Plover crest Press.

5. Murphy, Raymond, (2012) *English Grammar in Use Book with Answers: A Self- Study and Practice Book for Intermediate Learners of English*, Cambridge University Press

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Enable students to use prepositions, construct simple, complex, and compound sentences, and distinguish between active and passive voice.	1,2,3,9
2	Teach students the basics of writing, how to avoid ambiguity, write paragraphs and letters, and prepare resumes and cover letters.	1,2,3,9
3	Help students conduct SWOT analyses, practice self-regulation, and maintain personal hygiene.	1,2,3,9
4	Equip students with knowledge about non-verbal communication, types of body language, and their impact.	1,2,3,4,5,6,7,8,9
5	Train students in planning and conducting group discussions, effectively disagreeing, and summarizing to attain objectives.	1,2,3,4,5,6,7,8,9
6	Prepare students for personal interviews, answer common interview questions, follow telephone interview etiquettes, and adhere to dress code and grooming standards.	2

SEMESTER – III									
Course Title	Environmental Science								
Course code	22UBES101R	Total credits: 2 Total hours: 30T+0P	L	T	P	S	R	O/ F	C
			2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1.To prepare students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. 2. To increase awareness and understanding of environmental issues and their impact. 3. To develop skills and motivation for individuals and groups to actively work on solving and preventing environmental problems.								
CO1	The students will be able to appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.								
CO2	Students will learn about natural resource, its importance and environmental impacts of Human activities on natural resource								
CO3	Gain knowledge about environment and ecosystem								
CO4	Students will be able to understand the concept of biodiversity and respect them.								
CO5	Gain knowledge about the conservation of biodiversity and its importance.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Multidisciplinary nature of environmental studies: Definition, scope and importance (2 lectures) Need for public awareness.	2	Define the scope and importance of environmental studies.	1,2					
II	Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems. Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies. Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.	6	Differentiate between renewable and non-renewable resources.	1,2					

III	<p>Ecosystems: Concept of an ecosystem. Structure and function of an ecosystem. Producers, consumers and decomposers. Energy flow in the ecosystem. Ecological succession. Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the Following ecosystem: - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (6 lectures)</p>	4	Describe the characteristic features, structure, and function of different types of ecosystems: forest, grassland, desert, and aquatic (ponds, streams, lakes, rivers, oceans, estuaries).	3,4
IV	<p>Biodiversity and its conservation Introduction – Definition: genetic, species and ecosystem diversity. Biogeographical classification of India. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. Biodiversity at global, National and local levels. India as a mega- diversity nation• Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity (8 lectures).</p>	5	Compare in-situ and ex-situ conservation methods for biodiversity.	1,3,4
V	<p>Environmental Pollution Definition Cause, effects and control measures of:-Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards. Solid waste Management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: floods, earthquake, cyclone and landslides. (8 lectures)</p>	5	Discuss the causes, effects, and control measures for different types of pollution: air, water, soil, marine, noise, thermal, and nuclear hazards.	3,5,6
VI	<p>Social Issues and the Environment From Unsustainable to Sustainable development. Urban problems related to energy. Water conservation, rain water harvesting, watershed management. Resettlement and rehabilitation of people; its problems and concerns. Case Studies. Environmental ethics: Issues and possible solutions. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. Waste land reclamation. Consumerism and waste products. Environment Protection Act. Air</p>	4	Explain methods for water conservation, rainwater harvesting, and watershed management.	1,2

	(Prevention and Control of Pollution) Act. Water (Prevention and control of Pollution) Act. Wildlife Protection Act. Forest Conservation Act. Issues involved in enforcement of environmental legislation. Public awareness (7 lectures).			
VII	Human Population and the Environment Population growth, variation among nations. Population explosion – Family Welfare Programme. Environment and human health. Human Rights. Value Education. HIV/AIDS. Women and Child Welfare. Role of Information Technology in Environment and human health. Case Studies (6 lectures).	2	Analyze the trends in population growth and variation among nations.	5,6
VIII	Field work Visit to a local area to document environmental assets river/forest/grassland/hill/mountain. Visit to a local polluted site- Urban/Rural/Industrial/Agricultural. Study of common plants, insects, birds. Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours).	2	Document environmental assets in local areas such as rivers, forests, grasslands, hills, and mountains.	5,6

REFERENCE BOOKS:

1. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
2. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
3. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, [Email:mapin@icenet.net](mailto:mapin@icenet.net) (R)
4. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	The students will be able to appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.	1,2,3,4,5,6,7,8,9
2	Students will learn about natural resource, its importance and environmental impacts of Human activities on natural resource	1,2,3,4,5,6,7,8,9
3	Gain knowledge about environment and ecosystem	1,2,3,4,5,6,7,8,9
4	Students will be able to understand the concept of biodiversity and respect them.	1,2,3,4,5,6,7,8,9
5	Gain knowledge about the conservation of biodiversity and its importance.	1,2,3,4,5,6,7,8,9

SEMESTER – III									
Course Title	Personal Financial Planning								
Course code	22UUFL213R	Total credits: 1	L	T	P	S	R	O/ F	C
		Total hours: 0T+30P	0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1. To create awareness among students about the need for possessing financial literacy education. 2. Identification of money as a working asset. 3. Impart the ability to make better financial decisions								
CO1	To understand the importance of financial knowledge and prepare financial plans and budgets and plan and manage personal finances.								
CO2	To understand the need and various kind of banking institutions' instrument and their utilities.								
CO3	To describe the importance of insurance services as social security measures.								
CO4	To manage the money and debt more effectively.								
CO5	To understand and utilize digital financial services, including mobile banking, digital payments, and emerging financial technologies, for secure and efficient financial transactions								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction: i Meaning, need and importance of Financial Literacy; ii Different components of Financial Literacy; iii Prerequisites of financial literacy; iv Savings – Meaning and Difference between savings and investment; v Types of Financial Institutions and the services provided - Banking and Non-Banking; vi Different investment avenues.	6	Understand the functions and innovative services provided by banks, including mobile banking and digital payment methods					1,2	
II	Financial Planning: i. Meaning, need and importance for financial planning, ii. Economic needs, balancing between economic need and resources; iii. Three pillars of investments-risk, return, liquidity; iv. Budgeting and its importance in financial planning; v. Steps involved in Financial Planning Process; vi. Preparation of personal budgets, budget surplus and budget deficit, avenues for savings from surplus, sources for meeting deficit. vii. Informal Society funds and crowd funding	6	Describe various digital payment systems such as NEFT, IMPS, RTGS, and Unified Payment Interface (UPI).					1,2	
III	Banks & Post Office - As financial service provider: i. Meaning and evolution of money, ii. Banks – meaning, types & functions; types of accounts; Formalities to open various accounts. iii. Different types of Post Office saving schemes: Recurring deposit, savings, term deposit; NSC; Kisan Vikas Patra; Monthly Income scheme (MIS) Account, iv. Public Provident Funds (PPF), Senior citizen savings scheme (SCSS), Sukanya Samriddhi Accounts, v. Indian Postal Order; International Money transfer service; Forex Services; vi. Money remittance services; Jan Suraksha Scheme.	6	Explain the concept of credit scoring and its importance, including tools like CIBIL.					3,4	

IV	Insurance - As financial service provider: i. Different types of Risks and their Management, Diversification of risk; ii. Meaning, need and importance of Insurance; Types of Insurance – Life Insurance, Health Insurance, General Insurance, Term Insurance, iii. Pension and retirement policies; iv. Post office life insurance schemes, Postal life insurance and rural postal life insurance	6	Identify emerging technologies in digital money markets, including cryptocurrencies, blockchain, and fintech.	1,3,4
V	Transformations in Digital Money market: i. Various functions & innovative services of Banks; Mobile Banking, NEFT, IMPS, RTGS, ii. Money transfer, Different types of cards- Debit & Credit, E-Banking, Unified payment interface (UPI), iii. Credit Scoring - CIBIL, Digital Banking, crypto currency and related transactions, Fintech, Block chain; Understanding Digital Payments	6	Understand the role of digital banking and the impact of technological advancements on financial services.	3,4

REFERENCE BOOKS:

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	To understand the importance of financial knowledge and prepare financial plans and budgets and plan and manage personal finances.	1,2,3,4,6,9
2	To understand the need and various kind of banking institutions' instrument and their utilities.	1,2,3,4,6,9
3	To describe the importance of insurance services as social security measures.	1,2,3,4,5,6,9
4	To manage the money and debt more effectively.	1,2,3,4,6,9
5	To understand and utilize digital financial services, including mobile banking, digital payments, and emerging financial technologies, for secure and efficient financial transactions	1,2,3,4,6,9

SEMESTER – III									
Course Title	Basic Life Saving Skills								
Course code	22UULS212R	Total credits: 1	L	T	P	S	R	O/ F	C
		Total hours: 0T+30P	0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1. Teach students to perform Cardiopulmonary Resuscitation (CPR) and Basic Life Support (BLS) for adults, children, and infants effectively. 2. Provide students with the skills to apply first-aid maneuvers and use Automated External Defibrillators (AEDs) in emergencies. 3. Equip students with the knowledge and skills to effectively handle accidents, injuries, and sudden illnesses as first responders.								
CO1	Acquire and apply Basic Life Support (BLS) skills for effective emergency response.								
CO2	Enhance personal attributes for improved communication and collaboration in both personal and professional settings.								
CO3	Recognize, assess, and manage various traumatic injuries and emergencies effectively.								
CO4	Explain the Triage system and its levels, and prioritize patient care based on urgency.								
CO5	Recognize and differentiate between common medical emergencies, such as myocardial infarction.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Basic Life Support (BLS): Introduction of BLS; Chain of survival; ABCs Assessment; CPR and Ventilation Technique; AED; Choking for adult and children	5	Demonstrate the correct application of Basic Life Support (BLS) techniques, including CPR, ventilation, and AED use.				2,4		
II	Soft skills: Introduction; Communications Skills; Situational Skills; Team Work; Other Soft Skills	4	Develop effective communication, situational awareness, teamwork, and other personal attributes for successful interactions.				1,2,4		
III	Trauma emergencies: Introduction; Priorities of Initial approach in pre-hospital care a) Scene safety b) Primary assessment c) Bleeding control d) Helmet removal e) Care of amputated body part f) Extrication of victims and safe transfer g) Cervical spine stabilization h) Cervical collar application i) Splinting of broken Limbs	10	Implement initial trauma care steps, including scene safety, bleeding control, and victim extrication.				1,2,4		
IV	Triage system: Introduction; Flow chart approach of Triage; Triage of Multiple Casualties in Pre-Hospital setting; Triage of Single casualty	5	Understand and apply the Triage system for prioritizing care in both single and multiple casualty situations.				1,2,4		

V	Medical emergencies: Introduction; Victim centred approach in medical emergency; Management of: - a) seizures b) heart attack c) asthma d) diabetic emergencies e) emergency childbirth f) stroke recovery position	6	Recognize and manage common medical emergencies such as seizures, heart attacks, and asthma using a victim-centered approach.	1,2,4
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REFERENCE BOOKS:

1. Nancy Caroline's Emergency Care in the streets Seventh edition by Jones and Bartlett
2. First Aid book by LC Gupta
3. Advance Cardiovascular life support and Basic life support provider manual @ American Heart Association (AHA)

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Acquire and apply Basic Life Support (BLS) skills for effective emergency response.	1,2,3,4,5,6,8,9
2	Enhance personal attributes for improved communication and collaboration in both personal and professional settings.	2,3,4,5,6,7,8,9
3	Recognize, assess, and manage various traumatic injuries and emergencies effectively.	1,2,3,4,5,6,7,9
4	Explain the Triage system and its levels, and prioritize patient care based on urgency.	1,2,3,4,5,6,9
5	Recognize and differentiate between common medical emergencies, such as myocardial infarction.	1,2,3,4,5,6,9

SEMESTER – IV									
Course Title	Social Work Practice with Differently Aabled								
Course code	22BSWO221R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T+0P	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ IV semester of Second year of the programme								
Course Objectives (Minimum 3)	1. The course will allow the student to understand the concept, types, prevalence, magnitude and causes of disability. 2. The course will allow the student to understand the impact of disability on individuals, families and society. 3. The course will allow the student to develop an idea of intervention areas while working with persons with disability.								
CO1	Aware of the rights of persons with disability and the magnitude and causes of disability.								
CO2	Understand the issues and concerns related to the persons with differently abled								
CO3	Learn the impact disability has on the individual, family, and societal levels								
CO4	Practice the intervention areas while working with persons with disability								
CO5	Develop skills in networking and advocacy.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction - Understanding disability, definition, types of disabilities, causes, magnitude of disability in the world and India.	8	Understand the issues and concerns related to the persons with differently abled					1,2	
II	Models of Disability - Medical Model, Social Model, Transactional Model, Systems Model, Charity Model of Disability, Moral Model of Disability, empowering Model of Disability	10	Understand the types of disability.					1,2	
III	Issues and concerns related to Disability - Problems of persons with disability, vulnerable groups among people with disabilities, Impact of disability, Curricular issues	9	Understand the issues associated with the disability.					3,4	
IV	Measures for the Protection of Rights of Persons with Disabilities - International initiatives for the Protection of Rights of Persons with Disabilities, National initiatives for the Protection of Rights of Persons with Disabilities, Government schemes and programmes in India for persons with disability	11	Understand the rights and policy measures taken for the differently abled persons.					1,3, 4	
V	Social work intervention - Social work in the field of disability, Networking and advocacy, Models of rehabilitation	7	Know the role of social workers in the field of disability.					3,5, 6	

REFERENCE BOOKS:

1. Dalrymple, J., & Boylan, J. (2013). *Effective advocacy in social work*. Sage.
2. Ghai, A. (Ed.). (2018). *Disability in South Asia: knowledge and experience*. Sage Publications Pvt.Limited.
3. Altman, B. M. (2001). Disability definitions, models, classification schemes, and applications. *Handbook of disability studies*, 97-122.

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=cCKUQJfTYm8>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Aware of the rights of persons with disability and the magnitude and causes of disability.	1,2,5,6,7,9
2	Understand the issues and concerns related to the persons with differently abled	1,2,3,5,6,7,9
3	Learn the impact disability has on the individual, family, and societal levels	1,2,5,6,7,9
4	Practice the intervention areas while working with persons with disability	1,2,3,4,5,6,7,8,9
5	Develop skills in networking and advocacy.	1,2,3,4,5,6,7,8,9

SEMESTER – IV									
Course Title	Social Planning and Policy								
Course code	22BSWO222R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T+0P	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ IV semester of Second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To gain a comprehensive understanding of policy analysis and the policy formulation process, including the techniques and tools used in policy development. To develop an in-depth understanding of social policy within the framework of national goals as stated in the Constitution of India, with particular emphasis on the directive principles of state policy and fundamental rights. To critically analyze the impact of social policies on various sectors of society, and understand the role of social workers in advocating for and implementing these policies. 								
CO1	Learn the concept, content, and process of social planning.								
CO2	Develop the capacity to identify linkages among social needs, problems, development issues, and policies.								
CO3	Understand the dynamics of social welfare policies in India.								
CO4	Utilize the best practices concerning the implementation of social policies in India.								
CO5	Apply evaluation frameworks and models to assess the implementation of social policies.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Social Planning - Concept and Need; Social Planning in India- Evolution of Social Planning in India - Planning Commission and NITI Aayog - Composition, Legal Status and Functions of Planning Commission and NITI Aayog, Implementation of social planning at various levels.	10	Understand the concept and evolution of social planning in India				1,2		
II	Public Policy - Concept, Typology - Need and Importance of Public Policy - Models and Approaches of Public Policy	8	Understand the concept, need and importance of public policy				1,2		
III	Governance - Concept, Meaning and Importance - Governance Principles - Elements of Good Governance - Governance and Policy Implication	9	Learn the concept and importance of good governance				3,4		
IV	Policy Formulation - Concept and Importance - Techniques of Policy Formulation - Models of Policy Formulation - Constrains of Policy Formulation - Role of Agencies (State /UN/NGO/Media) and Social Workers	10	Learn the importance and techniques of policy formulation				1,3, 4		
V	Evaluation of Policy - Types; Approaches and Methods - Sectoral Policies and their implementation—Evaluation of Social Policies with special reference to Five Years Planning	8	Learn the means of policy evaluation				3,5, 6		

REFERENCE BOOKS:

1. Planning Commission, 2013. Successful Governance Initiatives and Best Practices: Experiences from Indian States: New Delhi
2. Chakrabarti R. and Sanyal K. (2016), Public Policy in India (OISD): Oxford India Short Introductions, Oxford.

3. Devi, Shakuntala. 1996. Social Planning in India: Sarup and sons Publishers, New Delhi
4. Yadav, R. 2008. Social Planning and Development in India: Alfa Publications, New Delhi.
5. Saxena, K. D, 2019. NITI Aayog And Planning Commission: Some Reflections: Shipra Publications:New Delhi.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/EHADTtM3PFc>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn the concept, content, and process of social planning.	1,2,4,5,6,7,9
2	Develop the capacity to identify linkages among social needs, problems, development issues, and policies.	1,2,3,4,5,6,7,8,9
3	Understand the dynamics of social welfare policies in India.	1,2,4,5,6,7,9
4	Utilize the best practices concerning the implementation of social policies in India.	1,2,3,4,5,6,7,8,9
5	Apply evaluation frameworks and models to assess the implementation of social policies.	1,2,3,4,5,6,7,8,9

SEMESTER – IV									
Course Title	NGO Administration								
Course code	22BSWO223R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30T+0P	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ IV semester of Second year of the programme								
Course Objectives (Minimum 3)	1.To develop an understanding of non-governmental organizations 2.To acquire skills and competence in managing NGOs. 3. To understand and apply the principles of corporate social responsibility in social service initiatives, aiming to improve the lives of underprivileged communities.								
CO1	Learn the Management process of NGO								
CO2	Acquire skills in planning and management of civil society organizations								
CO3	Integrate the concept of project formulation and its implementation								
CO4	Understand the importance and means of fund raising								
CO5	Develop skills in formulating effective project proposals.								
Unit- No.	Content			Contact Hour	Learning Outcome				KL
I	NGO: Concept and Definition, Registration, constitution, rules and procedure, goals.			7	Understand the concept and objectives of NGOs				1,2
II	Resource Mobilization: Concept, meaning and importance of fund raising, Resource mobilization. Grant-in-aid. FCRA. Concept meaning and importance of evaluation			10	Learn the way of resource collection and management				1,2
III	Managing NGO: Record keeping, documentation, budgeting, accounting and auditing Staffing, Capacity Building, Training and Development Organizational behaviour			10	Learn the documentations and importance of capacity building				3,4
IV	Corporate Social Responsibility: Conceptual underpinnings, Legal Provision for CSR in Company Act 2013, Work Areas defined under CSR, Approaches to CSR, Experiences from Indian CSRs			9	Understand the concept, legal aspects and other details about CSR				1,3,4
V	Project planning and execution: Formulation of project proposals, Project implementation, Project Evaluation, Project appraisal			9	Learn the preparation, formulation, evaluation and implementation of project.				3,5,6

REFERENCE BOOKS:

1. Aggarwal, Sanjay K., 2008. Corporate Social Responsibility in India, Sage Publications: New Delhi.
2. Levis, D, 2001 The Management of Non-Governmental Development Organization and Introduction, Routledge. (MODULE II &V): London.
3. Ray, S & Siva Raju S, 2014.Implementing Corporate Social Responsibility: Indian Perspective, Springer India: New.
4. Chandra, Snehlata, 2003. Guidelines for NGOs Management in India, New Delhi:

Kanishka Publications.

5. Vernakalant, C, 2009. NGO'S & Rural Development, Arise Publishers and Distributors: New Delhi.

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=QwvCU6AJJRI&t=241s>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn the Management process of NGO	1,2,3,4,5,6,7,8,9
2	Acquire skills in planning and management of civil society organizations	1,2,3,4,5,6,7,8,9
3	Integrate the concept of project formulation and its implementation	1,2,3,4,5,6,7,8,9
4	Understand the importance and means of fund raising	1,2,3,4,5,6,7,8,9
5	Develop skills in formulating effective project proposals.	1,2,3,4,5,6,7,8,9

SEMESTER – IV									
Course Title	Techno-professional Skills III: Technology Skills for Social Workers								
Course code	22BSWO224R	Total credits:1	L	T	P	S	R	O/ F	C
		Total hours: 0T+60P	0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives (Minimum 3)	1. To develop the technological skills required in social work profession. 2. To demonstrate the application of technology in social work practice. 3. To evaluate and integrate emerging technologies to enhance problem-solving approaches in social work practice.								
CO1	Understand the necessity of computer knowledge in social work Practice								
CO2	Learn to manage client system in digital platform								
CO3	Understand the ethical challenges of working in a digital platform								
CO4	Develop strategies to ensure client confidentiality and privacy in the digital realm.								
CO5	Demonstrate effective use of digital tools for data management in social work practice								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Technology Competency: Understanding the role of technology for social worker.	10	Learn about the need of technology for social worker	1,2					
II	Demonstration: Demonstration through Case work, group work and other methods as relevant to techno oriented	25	Demonstrate knowledge through social work method	3,4					
III	Practicability: Updating information on website for client, online client management system	25	Able to manage through online platform	4,5,6					

REFERENCE BOOKS:

1. Andy Mantell, 2014. Skills for Social Work Practice. Sage Publications.
2. Claire Gregor, 2006. Practical Computer Skills for Social Work. Sage Publications.

OTHER LEARNING RESOURCES:

1. <https://work.chron.com/technology-skills-licensed-clinical-social-worker-17729.html>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping

SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the necessity of computer knowledge in social work Practice	1,2,3,4,5,6,7,8,9
2	Learn to manage client system in digital platform	
3	Understand the ethical challenges of working in a digital platform	1,2,3,4,5,6,7,8,9
4	Develop strategies to ensure client confidentiality and privacy in the digital realm.	1,2,3,4,5,6,7,8,9
5	Demonstrate effective use of digital tools for data management in social work practice	1,2,3,4,5,6,7,8,9

SEMESTER – IV									
Course Title	Concurrent Fieldwork IV								
Course code	22BSWO225R	Total credits: 3 Total hours: T+0P	L	T	P	S	R	O/ F	C
			0	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To know about the community where the organization is working. Understanding the problems in the community Understanding the process of Community Based Organization To know about the importance of Documentation To know how to conduct different sessions of primary methods of social work in practical field 								
CO1	Learn about the community by studying its dynamics, demographics, and needs.								
CO2	Understand and address key issues and challenges within the community.								
CO3	Gain knowledge about how Community Based Organizations (CBOs) work in community development.								
CO4	Recognize the importance of keeping good records for accountability in social work practice.								
CO5	Practice social work methods in the field by planning and conducting hands-on sessions tailored to the community's specific needs.								
<p>The basic aim of the course is to introduce the concept of fieldwork in social work profession. The student will learn about the various organizations working for the community and understand the problems/issues in the community. The student will undergo field work practicum under various GOs, NGOs, CBOs etc along with community visits.</p>									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn about the community by studying its dynamics, demographics, and needs.	1,2,3,4,5,6,7,8,9
2	Understand and address key issues and challenges within the community.	1,2,3,4,5,6,7,8,9
3	Gain knowledge about how Community Based Organizations (CBOs) work in community development.	1,2,3,4,5,6,7,8,9
4	Recognize the importance of keeping good records for accountability in social work practice.	1,2,3,4,5,6,7,8,9
5	Practice social work methods in the field by planning and conducting hands-on sessions tailored to the community's specific needs.	1,2,3,4,5,6,7,8,9

SEMESTER – IV									
Course Title	MOOCS CE III								
Course code	22BACE221R	Total credits: 2 Total hours: 0T+60P	L	T	P	S	R	O/ F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives (Minimum 3)	1.To Learn key concepts in particular subject from top international experts. 2. To Improve student’s problem-solving and critical thinking skills through assignments. 3. To apply course knowledge to real-life situations and enhance professional skills.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance teamwork and collaboration skills through group projects and discussions.								
MOOCS CE II is provided through Coursera Platform, which is an online course where students are allowed to take course/courses per semester on the basis of the hours with relevance to the credit and the courses are provided from the international universities across the world. During the courses, students have to submit assignments, quizzes.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,2,3,4,5,8,9
2	Develop skills to analyze information critically and propose effective solutions.	1,2,3,4,5,6.7.8,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	1,2,3,4,5,6.7.8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,3,4,5,8,9
5	Enhance teamwork and collaboration skills through group projects and discussions.	1,2,3,4,5,6.7.8,9

SEMESTER – IV									
Course Title	Co-Curricular (Non-CGPA)								
Course code	22UBCC221	Total credits: 1 Total hours: T+0P	L	T	P	S	R	O/ F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives (Minimum 3)	1. To enhance the students' acquainted with the classroom learning activities 2. To enhance the students' abilities with revision work 3. To expand the knowledge and skills of the students with day to day with classroom activities								
CO1	Students will learn to work well with others and communicate better.								
CO2	Students will learn to manage their time and stay organized.								
CO3	Students will enhance their creative abilities and think more critically.								
CO4	Students will improve their overall health and reduce stress.								
CO5	Students will become more aware of their role in society and contribute positively.								
Co-curricular activities will equip the students to enhance and engage with various sections of the society and formulate agendas of social and cultural events, seminars, workshops, awareness programs etc. It will also allow them to participate in community matters.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	- Students will learn to work well with others and communicate better.	1,2,3,4,5,6,7,8,9
2	Students will learn to manage their time and stay organized.	1,2,3,4,5,6,7,8,9
3	Students will enhance their creative abilities and think more critically.	1,2,3,4,5,6,7,8,9
4	Students will improve their overall health and reduce stress.	1,2,3,4,5,6,7,8,9
5	Students will become more aware of their role in society and contribute positively.	1,2,3,4,5,6,7,8,9

SEMESTER – IV									
Course Title	Extra-Curricular (Non-CGPA)								
Course code	22UBEC221	Total credits: 1 Total hours: 60	L	T	P	S	R	O/ F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives (Minimum 3)	1. To develop the social and soft skills and to promote a holistic development of the learners 2. To develop leadership and teamwork abilities by working together on projects. 3. To encourage effective communication and interpersonal skills among learners.								
CO1	Students will develop leadership abilities through various activities								
CO2	Students will learn to interact and build relationships with others.								
CO3	Students will explore and develop their personal interests and hobbies.								
CO4	Students will improve their ability to solve problems creatively and effectively.								
CO5	Students will gain a better understanding and appreciation of different cultures.								
<p>AdtU encourages a range of activities outside the regular curriculum intended to meet learner's interest, These activities are aimed to develop the social and soft skills and promote a holistic development of the learners, Keeping in mind the 360 degree learning methodology the students are engaged in different activities headed under different clubs viz. Dance, music, photography, drama, literary etc., The students are encouraged to participate in regular club activities, workshops, competitions as per their interest and hobbies, The student members of the club are trained represent AdtU in various inter University student and national level competitions, Renewed personalities are invited to conduct workshops that benefit the members and students by giving them the platform to learn from experts in the respective fields.</p>									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will develop leadership abilities through various activities	1,2,3,4,5,6,7,8,9
2	Students will learn to interact and build relationships with others.	1,2,3,4,5,6,7,8,9
3	Students will explore and develop their personal interests and hobbies.	1,2,3,4,5,6,7,8,9
4	Students will improve their ability to solve problems creatively and effectively.	1,2,3,4,5,6,7,8,9
5	Students will gain a better understanding and appreciation of different cultures.	1,2,3,4,5,6,7,8,9

SEMESTER – IV									
Course Title	Universal Human Value + Professional Ethics								
Course code	22UUHV101R	Total credits: 2 Total hours: 15T+30P	L	T	P	S	R	O	C
			1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ IV semester of Second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. Develop holistic perspective based on self-exploration about self (human being), family, society and nature/existence. 2. Understand (or developing clarity) of harmony in human beings, family, society and nature/existence. 3. Strengthen self-reflection. 4. Develop Commitment and courage to act. 								
CO1	Learn and understand the Need, Guidelines, Content and Process for Value Education								
CO2	Fulfill the human aspirations like understanding and living in harmony at various levels								
CO3	Learn and understand harmony in family and society								
CO4	Learn and understand harmony in nature and existence								
CO5	Apply ethical principles in everyday life and work, using human values to promote harmony in both professional and social settings.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	<p>Course Introduction - Need, Basic Guidelines, Content and Process for Value Education</p> <ol style="list-style-type: none"> I. Understanding the need, basic guidelines, content, and process for Value Education II. Self-Exploration–what is it? - its content and process; Natural Acceptance” and Experiential Validation- as the mechanism for self-exploration III. Continuous Happiness and Prosperity- A look at basic Human Aspirations IV. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfilment of aspirations of every human being with their correct priority V. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario <p>Method to fulfil the above human aspirations: understanding and living in harmony at various levels.</p>	8	Students will be able to learn and understand the Need, Guidelines, Content and Process for Value Education.				1,2		
II	<p>UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!</p> <ol style="list-style-type: none"> I. Understanding human being as a co-existence of the sentient ‘I’ and the material Body II. Understanding the needs of Self (‘I’) and Body - Sukh and Suvidha III. Understanding the Body as an instrument of ‘I’ (I 	9	Students will be able to fulfil the human aspirations like understanding and living in harmony at various levels				2,3		

	<p>being the doer, seer and enjoyer)</p> <p>IV. Understanding the characteristics and activities of ‘I’ and harmony in ‘I’</p> <p>V. Understanding the harmony of ‘I’ with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail.</p> <p>VI. Programs to ensure Sanyam and Swasthya - Practice Exercises and Case Studies will be taken up in Practice Sessions.</p>			
III	<p>UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship</p> <p>I. Understanding Harmony in the family – the basic unit of human interaction</p> <p>II. Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship</p> <p>III. Understanding the meaning of Vishwas; Difference between intention and competence.</p> <p>IV. Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship.</p> <p>V. Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals.</p> <p>VI. Visualizing a universal harmonious order in society- Undivided Society (Akhand Samaj), Universal Order (Sarvabhaum Vyawastha)- from family to world family! -Practice Exercises and Case Studies will be taken up in Practice Sessions.</p>	10	Students will be able to learn and understand harmony in family and society	3
IV	<p>Understanding Harmony in the Nature and Existence - Whole existence as Co-existence</p> <p>I. Understanding the harmony in the Nature.</p> <p>II. Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature.</p> <p>III. Understanding Existence as Co-existence (Sah-Astitva) of mutually interacting units in all-pervasive space</p> <p>IV. Holistic perception of harmony at all levels of existence-Practice Exercises and Case Studies will be taken up in Practice Sessions.</p>	9	The students will be able to learn and understand harmony in nature and existence	3,4
V	<p>Implications of the above Holistic Understanding of Harmony on Professional Ethics</p> <p>I. Natural acceptance of human values</p> <p>II. Definitiveness of Ethical Human Conduct</p>	9	The students will be able to learn the implications of Holistic Understanding of Harmony on	3,5

	<p>III. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order</p> <p>IV. Competence in professional ethics:</p> <p>a) Ability to utilize the professional competence for augmenting universal human order</p> <p>b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,</p> <p>c) Ability to identify and develop appropriate technologies and management patterns for above production systems.</p> <p>V. Case studies of typical holistic technologies, management models and production systems.</p> <p>VI. Strategy for transition from the present state to Universal Human Order:</p> <p>a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers</p> <p>At the level of society: as mutually enriching institutions and organizations</p>		Professional Ethics	
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TEXT BOOKS

1. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2

REFERENCE BOOKS

1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.
2. PL Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA.
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth, Club of Rome's Report, Universe Books.
6. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
7. A Nagraj, 1998, Jeevan Vidya ek Parichay, Divya Path Sansthan, Amarkantak.
8. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
9. A.N. Tripathy, 2003, Human Values, New Age International Publishers.

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn and understand the Need, Guidelines, Content and Process for Value Education	1,2,3,4,5,6,7,8,9
2	Fulfil the human aspirations like understanding and living in harmony at various levels	1,2,3,4,5,6,7,8,9
3	Learn and understand harmony in family and society	1,2,3,4,5,6,7,8,9
4	Learn and understand harmony in nature and existence	1,2,3,4,5,6,7,8,9
5.	Apply ethical principles in everyday life and work, using human values to promote harmony in both professional and social settings.	1,2,3,4,5,6,7,8,9

SEMESTER – IV									
Course Title	English for Employability								
Course code	22UBPD222R	Total credits: 2 Total hours: 32	L	T	P	S	R	O/F	C
			0	0		0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	UG SCIENCES/ UG Humanities & Social Sciences								
Semester	Summer/ II semester of the second year of the program								
Course Objectives (Minimum 3)	1.To develop public speaking skills, including script preparation, understanding nonverbal cues, overcoming fear, and practicing speaking strategies. 2.To provide practical experience in preparing, submitting, and screening resumes and cover letters. 3. To teach email etiquette, including the structure of emails and effective drafting techniques. 4. To prepare students for interviews through practice with commonly asked questions and mock interview sessions. 5.To introduce conflict management, covering its definition, types, and effects.								
CO1	Enable students to prepare scripts, understand nonverbal cues, overcome fear, and practice public speaking strategies.								
CO2	Equip students with skills to prepare, submit, and screen resumes and cover letters.								
CO3	Teach students the different parts of an email and effective email drafting techniques.								
CO4	Prepare students for interviews by practicing commonly asked questions and participating in mock interview sessions.								
CO5	Students will understand the concept of conflict management, identify different types, and analyze its effects.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Unit 1- Public Speaking Skills i. Preparation of Scripts and understanding Nonverbal cues of Public Speaking ii. Understanding and Overcoming Fear of Public Speaking ii. Practice strategies of Public Speaking	7	Students will be able to create effective speaking scripts, interpret nonverbal cues, manage public speaking anxiety, and practice effective speaking techniques.				3,4		
II	Unit 2- Practical session on Resume and Cover letter i. Preparation, submission & screening of Resume. ii. Practical session on cover letter screening session	5	Students will prepare, submit, and evaluate resumes and cover letters.				3		

III	Unit 3- Email Etiquettes I. Different Parts of Email and Usage ii. Drafting emails effectively	5	Students will understand the structure of emails and draft them effectively.	2, 3
IV	Unit 4- Interview Skills (Mock sessions) i. Preparing Commonly asked Interview Questions ii. Mock Interview sessions	7	Students will answer common interview questions confidently and perform well in mock interviews.	3,5
V	Module 5 - Conflict Management i. Definition ii. Type of Conflict Management iii. Effects of Conflict Management	8	Students will understand the concept of conflict management, identify different types, and analyze its effects.	2,4

Text books:

1. Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
2. Reed, James. 2016. 101 Job Interview Questions You'll Never Fear Again, Plume.
3. Pease, Barbara. 2006. The Definitive Book of Body Language, RHUS.
4. McDowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition)

Reference Books:

1. Zinsser, William. (2006) On Writing Well: The Classic Guide to Writing Nonfiction Harper Perennial
2. Taylor J. and Wright, J., IELTS Advantage Reading Skills: A step-by-step guide to a high IELTS reading score, Delta Publishing by Klett.
3. Kelley, Thea. 2021. Get That Job: The Quick and Complete Guide to a Winning Interview, Plover crest Press.
4. Murphy, Raymond, (2012) English Grammar in Use Book with Answers: A Self- Study and Practice Book for Intermediate Learners of English, Cambridge University Press

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Enable students to prepare scripts, understand nonverbal cues, overcome fear, and practice public speaking strategies.	1,2,3,4,5,6,7,8,9
2	Equip students with skills to prepare, submit, and screen resumes and cover letters.	1,2,3,4,5,6,9
3	Teach students the different parts of an email and effective email drafting techniques.	1,2,3,4,5,6,9
4	Prepare students for interviews by practicing commonly asked	1,2,3,4,5,6,7,8,9

	questions and participating in mock interview sessions.	
5	Students will understand the concept of conflict management, identify different types, and analyze its effects.	1,2,3,4,5,6,7,8,9

SEMESTER –IV									
Course Title	Basic Acclimatizing Skills								
Course code	22UULS221R	Total credits: 1	L	T	P	S	R	O/ F	C
		Total hours: 0T+30P	0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1 To impart knowledge of the fundamentals of Hospitality industry and its applications. 2 Students will be able to familiarize with the cooking equipment & Utensils. 3 Students will be able to handle different modes of reservation								
CO1	Students will have basic knowledge of cooking methods.								
CO2	Students will gain the knowledge of organizing & Cleaning of Rooms.								
CO3	Students will be able to gain the travel management concept.								
CO4	Students will be able to acquire the knowledge of basic household's amenities for day-to-day use.								
CO5	Students will develop skills in food and beverage service, including understanding table etiquette, customer handling, and the use of cutlery, crockery, and glassware.								
Unit- No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction to Accommodation Management: Telephone handling techniques • Organizing rooms • Cleaning equipment and its uses • Bed-making process	6	Demonstrate effective telephone handling techniques and the organization of rooms.	1,2					
II	Fundamental of Cooking: Uses of basic cooking equipment • Uses of fire & Fuel • Different cuts of vegetables • Uses of herbs & spices • Regional Food Habits	6	Identify and use basic cooking equipment, fire, and fuel, and apply different cuts of vegetables.	1,2					
III	Food and Beverage skills: Introduction to catering industry Types menus and beverages • Identifications of Cutlery, crockery & glassware • Table etiquettes or manners • Customer handling skills or Situation Handling	6	Recognize various cutlery, crockery, and glassware, and demonstrate proper table etiquettes and customer handling skills.	3,4					
IV	Travel management: Travel Documentation (Types) • Application of passport & Visa • Tourism products (UNESCO sites) • Types of logistics in travel and tourism management.	6	Understand different types of travel documentation and the application process for passports and visas.	1,3,4					
V	Basic Hospitality Skills: Various Egg Preparations • Canapés preparations • Mocktail & Shakes Preparations • Butter Rice / Lemon Rice • Various Lentils Preparations • 1 non-veg preparation/ 1 veg preparation	6	Prepare various egg dishes, canapés, mocktails, shakes, and regional food items such as butter rice, lemon rice, and lentils.	3,5,6					

REFERENCE BOOKS:

1. Jones, Thomas. 2019. Professional Housekeeping: Techniques and Management for Accommodation Services, Pearson Education.
2. Gisslen, Wayne. 2018. Professional Cooking, John Wiley & Sons.
3. Lillicrap, Dennis, and Cousins, John. 2021. Food and Beverage Service, Hodder Education.
4. Holloway, J. Christopher. 2017. The Business of Tourism, Pearson Education.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic knowledge of cooking methods.	1,2,4,9
2	Students will gain the knowledge of organizing & Cleaning of Rooms.	1,2,4,9
3	Students will be able to gain the travel management concept.	1,2,3,4,6, 8, 9
4	Students will be able to acquire the knowledge of basic household's amenities for day-to-day use.	1,2,4,9
5	Students will develop skills in food and beverage service, including understanding table etiquette, customer handling, and the use of cutlery, crockery, and glassware.	1,2,3, 4,9

SEMESTER – V									
Course Title	Social Action								
Course code	22BSWO311R	Total credits: 3	L	T	P	S	R	O/ F	C
		Total hours: 45T+0P	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ V semester of Third year of the programme								
Course Objectives (Minimum 3)	1.To develop understanding regarding community organization as a method of social work. 2. To understand the critical elements of community. 3. Initiatives taken by the Organization for the betterment of the community.								
CO1	Understand the basic concepts relevant to the application of social action in responding to the critical social reality.								
CO2	Analyze the models of social action in the broader context.								
CO3	Develop a strong sense of social action as a method of social action								
CO4	Acquire knowledge about the significance of the social movements.								
CO5	Learn the different approaches of social movements in India								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Social action: Concept, Meaning, Scope, Models of Social Action, Need of Social Action for social change & Approaches and strategies of Social Action.	8	Learn the concept of Social Action.					1,2	
II	Social Action & Approaches of Social Work: Development of Radical Social Work, Settlement House Movement, Anti-oppressive social work practice, Critical Social work and Structural Social Work practice	9	Familiarize with different social work approaches					1,2	
III	Social Action as a method: Concept of conscientization and critical awareness, Contribution of Paulo Freire and Saul	9	Understand the concept and critical awareness					3,4	

	Alinsky's to Social Action, Social Action as a Method of Social Work.			
IV	Social Movements: Concept, Nature and Classification of Social Movements; Old and New Social Movements, Characteristics of New Social Movements; Religious and Sectarian Movements- Social Reform Movement, Civic movements, Bhakti Movement, Peasant Movements, Dalit Movement, Feminist Movement	10	Learn about different social movements that took place	1,3,4
V	Approaches for Social Action and Social Movements: Vinobha Bhave- Sarvodaya, Mahatma Gandhi- Swadeshi and Independence Movement, Sundara Bahuguna – Environment Movement, Medha Patkar- Narmada Bachao Andolan, Rajendra Singh- Water Conservation, Dr. Sudarshan- Tribal Movement, Anna Hazare- Lokpal Movement against Corruption Social Auditing	9	Learn about different social action approaches	3,5,6

REFERENCE BOOKS:

1. Khinduka, S.K & Coughlin, B, J 1975 A Conceptualization of Social Action. The Social 2. Review, 49(1)1-14.
2. Powell, F 2001 The Politics of Social Work. London: Sage Publications.
3. Freire, P 1970 Pedagogy of the Oppressed. New York: Continuum.
4. Mullaly, R.P. and Mullaly. 1998 Structural Social Work: Ideology, Theory, and Practice. New York:Oxford University press.
5. Reisch, M & Andrews J. 2002 The Road Not Taken: A History of Radical Social Work in The United States. New York: Brunner- Routledge.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the basic concepts relevant to the application of social action in responding to the critical social reality.	1,2,3
2	Analyze the models of social action in the broader context.	1,2,3
3	Develop a strong sense of social action as a method of social action	1,2,3
4	Acquire knowledge about the significance of the social movements.	1,2,3,4,5
5	Learn the different approaches of social movements in India	1,2,3,4,5

SEMESTER – V									
Course Title	Indian Legal System and Criminal Justice								
Course code	22BSWO312R	Total credits: 3	L	T	P	S	R	O/ F	C
		Total hours: 45T+0P	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ V semester of Third year of the programme								
Course Objectives (Minimum 3)	1. To introduce the students about Indian Constitution and with its salient features. 2. To learn about different basic procedures for any legal action. 3. To give a clear idea about different legislations related to various vulnerable groups in India								
CO1	Learn about the Indian constitution and basic legal provisions								
CO2	Understand the concept & process of human rights in India.								
CO3	Learn a comprehensive understanding of crime as a multi-dimensional construct encompassing legal, social, and psychological aspects								
CO4	understand India's legal system, including complaints, FIRs, arrests, searches, custody, bail, evidence types, confession rules, dying declarations, and detainee rights								
CO5	Advocate for inclusive and protective legal measures benefiting these vulnerable groups								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Indian Legal System and its Operational Instruments - The constitution & its salient features, Fundamental rights and directive principles of state policy. Writ petition. IPC, CrPC, CPC, concept of Legal rights, civil rights, concept of Jurisprudence, Human Rights.	9	Learn about the different Indian legislations.					1,2	
II	Legal Aid, Public Interest Litigation – Concept and processes, Right to Information, Consumer protection, Need for social workers intervention	7	Understand the concept and process of Legal Aid and Public Interest Litigation					1,2	
III	Crime and Justice - Crime as a Legal, Social and Psychological Construct; Deviance and Crime; Crimes against Children, Women, LGBTQIA+, Marginalized.	9	Learn about different legislations related to various vulnerable groups.					3,4	
IV	Justice and Procedures - Structure of Criminal Justice System in India; Complaint, F. I.R. Arrest, Search, Seizure, Police Custody, Judicial Remand and Bail; Types of Evidence, Admissibility of Confession, Dying declaration, Rights of persons in custody (Judicial and Police).	9	Learn about the Justice procedures in the country.					1,3,4	
V	Social Legislations - Meaning and definitions - Laws Related to Children: Juvenile Justice Act, Child Marriage Restraint Act, Prohibition of Child Labour. Laws Related to Women & Family – Domestic Violence, Prevention of immoral traffic, Dowry prohibition, Rape, Medical termination of pregnancy.	11	Learn about different Social Legislations.					3,5,6	

REFERENCE BOOKS:

1. Mathew, P.D Legal aid series, Delhi: Indian social institute.
2. Laxmi Nath, M., Indian polity (2004), 5th Edition, Mc Graw Hill India
3. Aranha T Social Advocacy – perspective of social work Bombay: college of Social Work.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn about the Indian constitution and basic legal provisions	1,2,3,5,6
2	Understand the concept & process of human rights in India.	1,2,3,5,6
3	Learn a comprehensive understanding of crime as a multi-dimensional construct encompassing legal, social, and psychological aspects	1,2,3,5
4	Understand India's legal system, including complaints, FIRs, arrests, searches, custody, bail, evidence types, confession rules, dying declarations, and detainee rights	1,2,3,4,5,6
5	Advocate for inclusive and protective legal measures benefiting these vulnerable groups	1,2,3,4,5,6

SEMESTER – V									
Course Title	Social Work in Conflict Resolution								
Course code	22BSWO313R	Total credits: 3	L	T	P	S	R	O/ F	C
		Total hours: 45T+0P	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ V semester of Third year of the programme								
Course Objectives (Minimum 3)	1. To expose students to the different concepts, theories and practices of conflicts and Approaches to Conflict resolution. 2. To impart conflict resolution and management skills and techniques to effectively at the work place and community level. 3. To understand the role of Social Work practitioners in mitigating conflicts and social barriers.								
CO1	Understand the concept, sources, and impact of conflict in the workplace and society.								
CO2	Apply the different approaches and methods of conflict management.								
CO3	Learn the different methods of conflict resolution.								
CO4	Acquire various skills and techniques for conflict Management and Resolution.								
CO5	Apply diverse conflict resolution skills and leadership strategies, utilizing visioning, systems thinking, conscious conversation, dialogue, and crisis intervention								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Conflict: Meaning, Definition, Theories, Sources of Conflict. Cyclic and Chain reaction, Productive (functional) and Destructive (dysfunctional) – views of conflict: traditional, Contemporary and Integrationist, Causes for work place conflicts – Harassment and discrimination – cost and effects of conflict - organizational and individuals perspectives of conflict.	9	Understand the concept of Conflict.					1,2	
II	Approaches and strategies of dealing with conflicts: Conflict Resolution and Conflict transformation - Five conflict handling styles: competing, collaborating, avoiding, accommodating and compromising. Win – win approach - Different strategies of dealing with conflict: Strike, boycott and other non-cooperation methods; coercion, violence and grievance redressal, investigation, arbitration, adjudication and litigation, conflict coaching and Lobbying.	11	Know about the approaches and strategies of dealing with conflict,					1,2	
III	Methods of conflict Resolution: Negotiation: hard, Soft, competitive and win-win, Outcome of negotiation: zero sum, positive sum and negative sum. - Mediation: evaluative and facilitative, Conciliation and hybrid.	7	Learn about the methods of conflict resolution.					3,4	
IV	Skills and Techniques for Conflict Management - Lobby, Persuasion, Dialogue, consultation, Trust building, defusing anger, anger management,	10	Develop skills and techniques for conflict management.					1,3,4	

	building rapport, empathetic listening, one-on-one conversation, recognizing different issues and viewpoints, transparent and empathetic communication, sharing of information and position, conflict analysis and joint costing, alternatives etc.			
V	Role of Social workers in Conflict resolution: Leadership, Teambuilding, facilitator or mediator such as visioning, systems thinking, presence, inquiry, conscious conversation, dialogue, bridging, innovation and crisis intervention and management.	8	Understand the role of social workers in conflict resolution.	3,5,6

REFERENCE BOOKS:

1. Azar, E. The Management of Protracted Social Conflict: Theory and Cases. Review of International Studies, Vol. 31, No. 1 (Jan., 2005), pp. 109-126 (HSE e-library available)
2. Khol, Radek (2002). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts. Journal of International Relations & Development. Sep 2002, Vol. 5 Issue 3, p311. 3p. (HSE e-library available)
3. Hansen, Toran (2008). Critical conflict resolution theory and practice. Conflict Resolution Quarterly. Summer2008, Vol. 25 Issue 4, p403-427. 25p. 1 Chart. (HSE library available)

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept, sources, and impact of conflict in the workplace and society.	1,2,3,5,6,7
2	Apply the different approaches and methods of conflict management.	1,2,3,5,6,7
3	Learn the different methods of conflict resolution.	1,2,3,5,6,7
4	Acquire various skills and techniques for conflict Management and Resolution.	1,2,3,5,6,7
5	Apply diverse conflict resolution skills and leadership strategies, utilizing visioning, systems thinking, conscious conversation, dialogue, and crisis intervention	1,2,3,4,5,6,7,8,9

SEMESTER – V									
Course Title	Block Placement								
Course code	22BSWO314R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: T+0P	0	0	0	16	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ V semester of Third year of the programme								
Course Objectives (Minimum 3)	1. To know about the organization. 2. To know about the Community where the Organization is working. 3. Initiatives taken by the Organization for the betterment of the community.								
CO1	Demonstrate proficient skills in documenting and reporting fieldwork observations and interventions effectively in a professional context.								
CO2	Evaluate and adapt various approaches in social work practice to suit specific situational demands and assess their practical effectiveness.								
CO3	Analyze the influence of organizational settings on professional social work practice and skill development within agency-based frameworks.								
CO4	Apply ethical principles and theoretical knowledge to solve real-world challenges encountered in agency-based social work settings.								
CO5	Collaborate within multidisciplinary teams, employing effective communication and problem-solving skills, to address complex issues in agency-based social work practice.								

COURSE DESCRIPTION:

Under the semester programme, block placement is mandatory in fifth semester for a minimum period of 30 days excluding holidays observed by the agency where students are placed. Block placement is carried after the end of the fourth semester after completion of theory papers and field work. Block Placement provide the students an opportunity for them to build their career. It helps broaden the students' perspective and also enables them to assume professional responsibilities after completing the BSW Programme. Professional behaviour and skills are developed during the Block Placement. The purpose of the block placement is to give the students professional internship cum pre- employment experience.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate proficient skills in documenting and reporting fieldwork observations and interventions effectively in a professional context.	1,2,3,4,5,6,7
2	Evaluate and adapt various approaches in social work practice to suit specific situational demands and assess their practical effectiveness.	1,2,3,4,5,6,7
3	Analyze the influence of organizational settings on professional social work practice and skill development within agency-based frameworks.	1,2,3,5,6,7

4	Apply ethical principles and theoretical knowledge to solve real-world challenges encountered in agency-based social work settings.	1,2,3,4,5,6,7
5	Collaborate within multidisciplinary teams, employing effective communication and problem-solving skills, to address complex issues in agency-based social work practice.	1,2,3,4,5,6,7

SEMESTER – V									
Course Title	DE I –Social Work and Disaster Management								
Course code	22BSWO315R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To understand key concepts and typologies of disasters. 2. To understand Processes of disaster mitigation and disaster management. 3. To develop Skills and promote intervention strategies to assess the vulnerability and prepare modules for the future eventualities.								
CO1	Demonstrate a comprehensive understanding of disasters, encompassing natural and man-made occurrences								
CO2	Apply the principles of disaster mitigation and management, demonstrating adeptness in implementing pre-disaster prevention and preparedness strategies.								
CO3	Acquire knowledge about the multi-dimensional impacts of disasters and comprehensive responses including rescue, relief, rehabilitation, and reconstruction measures for affected communities.								
CO4	Understand the concept and applicability of social work knowledge in disaster process and intervention.								
CO5	Analyze the vulnerabilities of children, elderly, and women in disasters, grasp the intricacies of India's disaster policy.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Disasters - Concept, Meaning, and Definition - History of Major Disaster Events in India. Types of Disasters – Natural Disasters: Famine, Drought, Flood, Cyclone, Tsunami, Earthquake - Man-made Disasters: Riots, Blasts, Militancy and Industrial Disasters	10	Learn about the history and concept of disaster.				1,2		
II	Disaster Mitigation - Concept and Principles - Disaster Management - Concept and Principles. Pre-disaster- Prevention and Preparedness	8	Know about the concept and principles of disaster management.				1,2		
III	Impact of Disaster -Physical, Economic, Social, Psycho-socio Aspects, Environmental Impacts. During Disaster- Rescue and Relief Post-disaster- Rehabilitation and Reconstruction	8	Understand the impact of disaster.				3,4		
IV	Disaster Process and Intervention - Displacement- Causes, Effects and Impact, Components, Major Issues and Dynamics in the Administration of Rescue, Relief, Reconstruction and Rehabilitation.	8	Know about the process of disaster process and intervention				1,3,4		
V	Victims of Disaster- Children, Elderly, and Women. Disaster Policy in India; Disaster Management Authority- NDMA, SDMA, DDMA; Disaster Management Act, 2005	11	Learn about the different management authority.				3,5,6		

REFERENCE BOOKS:

1. Anil Sinha (2001), Disaster Management-Lessons Drawn and Strategies for Future. New Delhi, Jain Publications.
2. Disaster Management Act 2005
3. Gupta, M.C, L.C. Gupta, B. K. Tamini and Vinod K. Sharma (2000), Manual on Natural Disaster Management in India, New Delhi, National Institute of Disaster Management.
4. Dhawan N. G (2014), Disaster Management and Preparedness, New Delhi, Jain Publications.
5. Singh, R.B. (ed.) (2000), Disaster Management, New Delhi, Rawat Publications.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate a comprehensive understanding of disasters, encompassing natural and man-made occurrences	1,2,5,6,7,8,9
2	Apply the principles of disaster mitigation and management, demonstrating adeptness in implementing pre-disaster prevention and preparedness strategies.	1,2,3,5,6,7,8,9
3	Acquire knowledge about the multi-dimensional impacts of disasters and comprehensive responses including rescue, relief, rehabilitation, and reconstruction measures for affected communities.	1,2,3,4,5,6,7,8,9
4	Understand the concept and applicability of social work knowledge in disaster process and intervention.	1,2,3,5,6,7,8
5	Analyze the vulnerabilities of children, elderly, and women in disasters, grasp the intricacies of India's disaster policy.	1,2,3,4,5,6,7,8,9

SEMESTER – V									
Course Title	DE II –Micro Finance & Livelihood								
Course code	22BSWO316R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T+0P	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ V semester of Third year of the programme								
Course Objectives (Minimum 3)	1. To understand the concept and history of Microfinance in India. 2. To understand the role of Microfinance in promoting sustainable rural livelihood. 3. To demonstrate the role of social methods and techniques in promoting rural livelihood through microfinance.								
CO1	Learn the concept, strategies, and importance of Microfinance.								
CO2	Relate the reality of the ground to establish knowledge in the Field of Microfinance.								
CO3	Illustrate the different models of micro-finance services								
CO4	Understand the role of Microfinance institutions in Livelihood promotion								
CO5	Find out the scope of Social Work intervention in promotion of Micro-finance and livelihood								
Unit- No.	Content		Contact Hour	Learning Outcome				KL	
I	About Microfinance: History of Microfinance, Status of microfinance in India, Government sponsored programs involving SHGs, Formation and role of SHGs in promoting microfinance.		9	Learn about the history				1,2	
II	Activities of Microfinance: Group formation and its operations, Opening of a savings bank account, Book keeping and maintenance of records, credit linkages of SHGs.		9	Know about the different activities of Microfinance.				1,2	
III	Models: Models in microfinance, other microfinance services, role of microfinance in livelihood promotion, participatory rural appraisal in understanding community problems.		9	Learn about the different models in Microfinance.				3,4	
IV	Microfinance Institutions: Establishment of MFIs, Management of group dynamics, federation of SHGs, Innovation in Indian Microfinance		9	Learn about different microfinance institutions.				1,3, 4	
V	Role of Professionals: Role of Social Work professionals in promotion of MFI's as means of rural livelihood.		9	Learn about the role of social work in promotion of Microfinance.				3,5, 6	

REFERENCE BOOKS:

1. Gianfranco A. Vento, Mario La Torre, Microfinance, Palgrave Macmillan, UK, 2006
2. IIBF, Micro-Finance: Perspectives and Operations, 2008
3. Navin Kumar Rajpal, Microfinance and Tribal Women Entrepreneurs, Edu creation Publishing, 2016

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn the concept, strategies, and importance of Microfinance.	1,2,5,6,7,8,9
2	Relate the reality of the ground to establish knowledge in the Field of Microfinance.	1,2,3,5,6,7,8,9
3	Illustrate the different models of micro-finance services	1,2,5,6,7,8
4	Understand the role of Microfinance institutions in Livelihood promotion	1,2,3,5,6,7,8
5	Find out the scope of Social Work intervention in promotion of Micro-finance and livelihood	1,2,3,4,5,6,7,8,9

SEMESTER – V									
Course Title	Techno-professional Skills IV								
Course code	22BSWO317R	Total credits: 1 Total hours: T+30	L	T	P	S	R	O	C
			0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ V semester of Third year of the programme								
Course Objectives (Minimum 3)	1. To understand the students about the process and techniques of resource mobilization. 2. To generate knowledge ability and skills of the students approaching to research methodology. 3. To equip students with practical skills in planning, implementing, and evaluating social welfare programs in collaboration with various organizations.								
CO1	Use skills to gather resources effectively.								
CO2	Build a broad network with social welfare organizations.								
CO3	Employ various methods for advocacy and fundraising.								
CO4	Evaluate resource strategies for sustainability.								
CO5	Navigate policies to support social welfare initiatives.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Resource Mobilization: Definition and importance of resource mobilization, Types of resources: financial, human, material, and informational, Key principles and strategies of resource mobilization, Challenges in resource mobilization	10	Students will be able to explain the fundamental concepts and importance of resource mobilization.					1,2	
II	Techniques and Tools for Resource Mobilization: Fundraising techniques: events, campaigns, grants, and donor management, Proposal writing and grant applications, Use of technology and social media in resource mobilization, Case studies of successful resource mobilization initiatives	10	Students will be able to identify and apply various techniques and tools for effective resource mobilization					1,2	
III	Practical Applications in Institutional Settings: Resource management for rehabilitation centres, prisons, and day care centres, Planning and executing resource mobilization activities, Monitoring and evaluating resource mobilization efforts, best practices and lessons learned from institutional settings	10	Students will be able to develop and maintain professional networks and partnerships with key stakeholders					3,4	

REFERENCE BOOKS:

1. "Fundraising for Social Change" by Kim Klein
2. "The Networked Nonprofit" by Beth Kanter and Allison Fine

3. "Research Methods in Social Work" by David Royse

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES (PO)

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Use skills to gather resources effectively.	1,2,3,4,5,6,7,8
2	Build a broad network with social welfare organizations.	1,2,3,4,5,7,8,9
3	Employ various methods for advocacy and fundraising.	1,2,3,4,5,7,8
4	Evaluate resource strategies for sustainability.	1,2,3,4,5,7,8
5	Navigate policies to support social welfare initiatives.	1,2,3,4,5,7,8,9

SEMESTER – V									
Course Title	Gender Sensitization								
Course code	22BSWO318R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: T+0P	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ V semester of Third year of the programme								
Course Objectives (Minimum 3)	1. To foster understanding and awareness about gender issues and challenges. 2. To promote gender equality and sensitivity in personal and professional contexts. 3. To develop critical thinking and analytical skills regarding gender roles and stereotypes. 4. To educate about the legal and social frameworks supporting gender equality. 5. To encourage proactive behavior and strategies to address gender-based and domestic violence.								
CO1	Understand key concepts related to gender, sex, and sexuality.								
CO2	Recognize and analyze gender stereotypes and their impact on individuals and society.								
CO3	Appreciate the historical and contemporary struggles for gender equality.								
CO4	Apply gender-sensitive approaches in various professional and social settings.								
CO5	Advocate for gender equity and contribute to creating an inclusive environment.								
Unit- No.	Content	Contact Hour	Learning Outcome					KL	
I	Understanding Gender: Definitions and Concepts Difference between Sex and Gender, Gender Roles and Stereotypes, Importance of Gender Sensitization	7	Define and distinguish between key concepts such as sex, gender, gender roles, and gender stereotypes.					1,2	
II	Gender socialization, Gender inequality in different spheres (education, workplace, family), Gender-based violence and harassment, Role of media in shaping gender norms	10	Analyze the impact of gender socialization. Identify manifestations of gender inequality.					2,3,4	
III	Gender and Law, Legal frameworks promoting gender equality, Rights of women and LGBTQ+ individuals, Policies against gender discrimination and harassment, Case studies of landmark gender-related legal cases	10	Understand the legal protections against gender discrimination					2,3,4	
IV	Gender-Based Violence and Discrimination Types of Gender-Based Violence: Domestic Violence, Sexual Harassment, Human Trafficking Legal Frameworks and Policies for Gender Equality, Impact of Gender-Based Violence on Society, Strategies for Prevention and Support	8	Identify different forms of gender-based violence and their societal impact. Understand the legal protections and policies aimed at promoting gender equality.					4,5,6	
V	Gender Sensitization and Advocacy, Role of NGOs and International Organizations in Gender Advocacy Grassroots Movements and Community Engagement, Strategies for Effective Advocacy and Policy Change Future Directions in Gender Equality	10	Explore the role of various organizations in promoting gender equality. Develop skills for advocacy and activism in support of gender-related issues.					4,5,6	

REFERENCE BOOKS:

1. Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
2. Connell, R. W. (2005). *Masculinities* (2nd ed.). University of California Press.
3. Crenshaw, K. (1991). *Mapping the margins: Intersectionality, identity politics, and violence against women of color*. *Stanford Law Review*, 43(6), 1241-1299.
4. Lorber, J. (1994). *Paradoxes of gender*. Yale University Press.
5. Ridgeway, C. L. (2011). *Framed by gender: How gender inequality persists in the modern world*. Oxford University Press.
6. Risman, B. J. (2004). *Gender as a social structure: Theory wrestling with activism*. *Gender & Society*, 18(4), 429-450.
7. West, C., & Zimmerman, D. H. (1987). *Doing gender*. *Gender & Society*, 1(2), 125-151.
8. Fausto-Sterling, A. (2000). *Sexing the body: Gender politics and the construction of sexuality*. Basic Books.
9. Chafetz, J. S. (2006). *Handbook of the sociology of gender*. Springer.
10. Kimmel, M. S. (2011). *The gendered society* (4th ed.). Oxford University Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand key concepts related to gender, sex, and sexuality.	1,2,3,4,5,6,7,8,9
2	Recognize and analyze gender stereotypes and their impact on individuals and society.	1,2,3,4,5,6,7,8,9
3	Appreciate the historical and contemporary struggles for gender equality.	1,2,3,4,5,6,7,8,9
4	Apply gender-sensitive approaches in various professional and social settings.	1,2,3,4,5,6,7,8,9
5	Advocate for gender equity and contribute to creating an inclusive environment.	1,2,3,4,5,6,7,8,9

SEMESTER – V									
Course Title	MOOCS CE IV								
Course code	22BACE311R	Total credits: 2	L	T	P	S	R	O/ F	C
		Total hours: T+0P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ V semester of third year of the programme								
Course Objectives (Minimum 3)	1.To Learn key concepts in particular subject from top international experts. 2. To Improve student’s problem-solving and critical thinking skills through assignments. 3. To apply course knowledge to real-life situations and enhance professional skills.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance teamwork and collaboration skills through group projects and discussions.								

COURSE DESCRIPTION:

MOOCS is provided through Coursera Platform, which is an online course where students are allowed to take course/courses per semester on the basis of the hours with relevance to the credit and the courses are provided from the international universities across the world. During the courses, students have to submit assignments, quizzes. On the successful completion of the course, they get certificates which are marked in the End Semester exam that is out of 60 and 40 internal assessments where viva is conducted.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,2,3,4,5, 8,9
2	Develop skills to analyze information critically and propose effective solutions.	1,2,3,4,5, 6,7,8,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	1,2,3,4,5, 6,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	1,3,4,5, 8,9
5	Enhance teamwork and collaboration skills through group projects and discussions.	1,2,3,4,5, 6,7,8,9

SEMESTER – VI									
Course Title	NGO Administration								
Course code	22BSWO321R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives (Minimum 3)	1. To develop an understanding of non-governmental organizations. 2. To acquire skills and competence in managing NGOs. 3. To learn about the regulatory and legal frameworks governing NGOs.								
CO1	Learn the Management process of NGO								
CO2	Acquire skills in planning and management of civil society organizations								
CO3	Integrate the concept of project formulation and its implementation								
CO4	Understand the importance and means of fund raising								
CO5	Develop skills in formulating effective project proposals.								
Unit-No.	Content		Contact Hour	Learning Outcome				KL	
I	NGO: Concept and Definition, Registration, constitution, rules and procedure, goals.		9	Learn about the concept of NGO.				1,2	
II	Resource Mobilization: Concept, meaning and importance of fund raising, Resource mobilization. Grant-in-aid. FCRA. Concept meaning and importance of evaluation		9	Understand the concept of Resource mobilization and its importance.				1,2	
III	Managing NGO: Record keeping, documentation, budgeting, accounting and auditing Staffing, Capacity Building, Training and Development Organizational behaviour		9	Learn about the essential components of NGO.				3,4	
IV	Corporate Social Responsibility: Conceptual underpinnings, Legal Provision for CSR in Company Act 2013, Work Areas defined under CSR, Approaches to CSR, Experiences from Indian CSRs		9	Understand the concept of Corporate Social Responsibility and different approaches of CSR.				1,3,4	
V	Project planning and execution: Formulation of project proposals, Project implementation, Project Evaluation, Project appraisal		9	Learn about project planning and execution.				3,5,6	

REFERENCE BOOKS:

1. Chandra, Snehlata, 2003. Guidelines for NGOs Management in India, New Delhi: Kanishka Publications.
2. Vernakalant, C, 2009. NGO's & Rural Development, Arise Publishers and Distributors: New Delhi.
3. Aggarwal, Sanjay K., 2008. Corporate Social Responsibility in India, Sage Publications: New Delhi.

4. Levis, D, 2001 The Management of Non-Governmental Development Organization and Introduction, Routledge. (MODULE II &V): London.
5. Ray, S & Siva Raju S, 2014.Implementing Corporate Social Responsibility: Indian Perspective, Springer India: New.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn the Management process of NGO	1,2,3,4,5, 6,7,8,9
2	Acquire skills in planning and management of civil society organizations	1,2,3,4,5, 6,7,8,9
3	Integrate the concept of project formulation and its implementation	1,2,3,4,5, 6,7,8,9
4	Understand the importance and means of fund raising	1,2,3,4,5, 6,7,8,9
5	Develop skills in formulating effective project proposals.	1,2,3,4,5, 6,7,8,9

SEMESTER – VI									
Course Title	Rural and Tribal Development								
Course code	22BSWO322R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ VI semester of Third year of the programme								
Course Objectives (Minimum 3)	1. To understand the rural society. 2. To describe the rural economic situation after Independence. 3. To analyze the impact of government policies and programs on rural development								
CO1	Learn about the rural society in Indian context.								
CO2	Understand various experiments of rural and tribal development.								
CO3	Demonstrate a comprehensive understanding of tribal development, policies, and livelihood challenges								
CO4	Grasp the nature, causes, phases, and key features of tribal movements, with a special emphasis on Assam's tribal movement.								
CO5	Understand the evolution, constitutional framework, and practical aspects of India's Panchayati Raj system through historical insights, case studies, and legislative analysis.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to rural society: Meaning, characteristics, historical perspectives of Indian villages. Nature of Rural Social Structure; Caste, Group and Power Dynamics; Poverty and other related problems in the rural context– Rural-Urban Migration, Land alienation, Indebtedness	9	Learn about rural society.					1,2	
II	Rural Economy and Early Experiences of Rural Development: Concept and characteristics; Traditional Rural Economy; Colonial Rural Economy; Rural Economy after independence; Early experiments in rural development projects such as Sriniketan, Sewagram, Martha dam, Gurgaon, Frika scheme, etc.,	9	Learn about the Historical Development of Rural Development.					1,2	
III	Tribal Development: Concept and experiences; Broad Approaches to Tribal Development; Programmes and Policies; Tribal Sub-Plan; Forest Right Act,2006; Appointed Committees/Commissions for Tribal Welfare; Tribal Livelihood: Issues and Challenges	9	Understand the concept of Tribal Development.					3,4	
IV	Tribal Movement: Nature and Causes; Phases of Tribal Movements; Salient Features of Tribal Movement; Tribal	9	Learn about the different Tribal Movements.					1,3,4	

	Movement in Assam			
V	Panchayati Raj System: Historical overview and Post Independent Period; The Constitution (73rd Amendment) Act, 1992; Appointed Committees /Commissions related to Panchayat Raj System in India; Case Studies; Constitutional Status and safeguards; Sixth and Fifth Schedule; PESA 1996;	9	Learn about the Panchayati Raj System.	3,5,6

REFERENCE BOOKS:

1. Parthasarathy, G., 2003. Economic Reforms and Rural Development in India. Academic Foundation:New Delhi
2. Shah, Ghanshyam and Shah, D.C. 2002. Performance and Challenges in Gujarat and Maharashtra.
Volume 8 of Land Reforms in India series. Sage Publications: New Delhi
3. S.L. Doshi, 1999, Rural sociology: Rawat publications, New Delhi.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn about the rural society in Indian context.	1,2,3,4,5, 6,7,8,9
2	Understand various experiments of rural and tribal development.	1,2,3,4,5, 6,7,8,9
3	Demonstrate a comprehensive understanding of tribal development, policies, and livelihood challenges	1,2,3,4,5, 6,7,8,9
4	Grasp the nature, causes, phases, and key features of tribal movements, with a special emphasis on Assam's tribal movement.	1,2,3,4,5, 6,7,8,9
5	Understand the evolution, constitutional framework, and practical aspects of India's Panchayati Raj system through historical insights, case studies, and legislative analysis.	1,2,3,4,5, 6,7,8,9

SEMESTER – VI									
Course Title	Urban Development								
Course code	22BSWO323R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ VI semester of Third year of the programme								
Course Objectives (Minimum 3)	1. To understand the urban community and the related issues. 2. To understand the various approaches policies and programs pertaining to urban development. 3. To analyze the challenges and opportunities in urban planning and management								
CO1	Understand the basic characteristics and process of Urbanization.								
CO2	Evaluate various problems of Urban Communities.								
CO3	Demonstrate the Government programs, planning, and policies of Urban Development.								
CO4	understand the key role of major voluntary agencies in urban community development, specifically aiding vulnerable groups impacted by urbanization.								
CO5	Know the role of Municipalities, CBOs, NGOs, and Community Social Workers.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Urban Communities – Meaning, Definition and Characteristics; Urbanization – concept, causes and factors responsible for Urbanization; Urbanization in India – Historical development, characteristics of town, city, metropolis, suburbs, satellite town, etc.; Urbanization and its impact on socio – economic development.	8	Learn about Urban Communities.				1,2		
II	Urban Problems – Congestion and overcrowding, Housing, Environment pollution, lack of inadequate civic amenities, etc., causes of urban problems; Measures for alleviating urban problems; Urban Poverty - Socio-economic and cultural characteristics of Urban Slums, problems, survival and coping patterns of urban poor and Urban Poverty Alleviation Initiatives (Housing, Welfare, Credit and Employment, Food Security, Urban Transportation)	10	Learn about different Urban Problems.				1,2		
III	Urban Planning and Development – Meaning, need, scope, and Historical evolution. Policies and Programmes related to Urban Development; Housing and Urban development corporation (HUDCO); Democratic Decentralization (Municipal Governance) - 74th Constitution Amendment	9	Learn about concept and different polies and programmes of Urban Planning and Development.				3,4		
IV	Voluntary action – Major voluntary agencies	8	Learn about different				1,3,4		

	engaged in urban community development in India, and for development of children, youth, women, aged and other vulnerable groups likely to be affected by urbanization process.		voluntary agencies engaged in the development of Vulnerable groups.	
V	Community Participation – Relevance of community organization practice – community empowerment: - Social Work interventions at micro and macro levels and Role of Social Worker in urban development, Community Based Organizations, Non-Governmental Organizations and Voluntary Organizations.	10	Learn about the importance of Community Participation.	3,5,6

REFERENCE BOOKS:

1. Das A. K, (2007), *Urban Planning in India*, Rawat Publications.
2. Pattanaik, B.K.(2020), *Introduction to Urban Development and Planning*, SAGE Publications IndiaPvt Ltd
3. Ramachandran, M. (2014), *India's Urban Confusion: Challenges and Strategies*, Copal PublishingGroup; First edition.
4. Siddhartha K. (2019), *Cities Urbanisation and Urban Systems*, Kitab Mahal; New edition, Kitab

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the basic characteristics and process of Urbanization.	1,2,4,7
2	Evaluate various problems of Urban Communities.	1,2,3,4, 7
3	Demonstrate the Government programs, planning, and policies of Urban Development.	1,2,4,7,8
4	understand the key role of major voluntary agencies in urban community development, specifically aiding vulnerable groups impacted by urbanization.	1,2,3,4,5, 6,7,8
5	Know the role of Municipalities, CBOs, NGOs, and Community Social Workers.	1,2,3,4,5, 6,7,8

SEMESTER – VI								
Course Title	International Social Work							
Course code	22BSWO324R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	C
			3	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil					
Programme	Bachelor in Social Work							
Semester	Fall/ VI semester of Third year of the programme							
Course Objectives (Minimum 3)	1. To understand the perspectives of Global Social Work. 2. To apply various diverse culturally, theoretically and empirically social work practices across world. 3. To assess various social work models adopted to deal with global challenges							
CO1	Learn the current trends of social Education in the Global Prospect.							
CO2	Understand various models of social work education.							
CO3	Acquire knowledge about the historical perspective of Eastern and Western social work perspectives.							
CO4	Acquire ideas on the role of various International Associations of Social Work and their role.							
CO5	Grasp the global role of international organizations in social work, broadening their engagement and understanding of global issues.							
Unit-No.	Content	Contact Hour	Learning Outcome				KL	
I	International Social Work: Concept and Need of Social Work Education, Current Status of social work Education	8	Concept of Social work from Global Perspectives				1,2	
II	International social Work Education: Various Models of Adopted by the Various countries, Global debates on Social Work Education.	9	Gain insight about global debates, challenges of social work education				1,2	
III	History of Social Work in West and East: Concept and its Evolution	10	Understand the evolution of social work globally				3,4	
IV	International Agencies: IFSW, CSSW, NASW, Boston School of Social Work, NAPWI	8	Familiarise with the international organizations				1,3,4	
V	Process & Scope in Engaging Social Work in International Agencies. Role of Various International Developmental Organizations in Global Issues and Social Work Practice.	10	Learn various Perspectives of social work in international level				3,5,6	

REFERENCE BOOKS:

1. National Association of Social Workers (January 1, 1997; Revised 2008). NASW code of ethics. Silver Spring, Maryland: NASW Press. See: www.socialworkers.org.
2. International Federation of Social Workers and International Association of Schools of Social Work (2004). Ethics in social work, statement of principles. See: www.ifsw.org

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn the current trends of social Education in the Global Prospect.	1,2,3,4,6,7,9
2	Understand various models of social work education.	1,2,3,4,5, 6,7,8,9
3	Acquire knowledge about the historical perspective of Eastern and Western social work perspectives.	1,2,3,5, 6,7,9
4	Acquire ideas on the role of various International Associations of Social Work and their role.	1,2,3,4,5, 6,7,8,9
5	Grasp the global role of international organizations in social work, broadening their engagement and understanding of global issues.	1,2,3,4,5, 6,7,8,9

SEMESTER – VI									
Course Title	Block Placement								
Course code	22BSWO325R	Total credits: 3 Total hours: 45T+0P	L	T	P	S	R	O/ F	C
			0	0	0	16	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ VI semester of third year of the programme								
Course Objectives (Minimum 3)	1. To know about the organization. 2. To know about the Community where the Organization is working. 3. Initiatives taken by the Organization for the betterment of the community.								
CO1	Develop the skills of Documentation and Reporting of Field Work.								
CO2	Determine which approaches work in practice and how they must be adapted to specific situations.								
CO3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.								
CO4	Apply adaptable approaches, students will refine documentation skills for diverse social work scenarios.								
CO5	Demonstrate agency-based social work, aligning practice with contextual needs.								

COURSE DESCRIPTION:

Under the semester programme, block placement is mandatory in fifth semester for a minimum period of 30 days excluding holidays observed by the agency where students are placed. Block placement is carried after the end of the fourth semester after completion of theory papers and field work. Block Placement provide the students an opportunity for them to build their career. It helps broaden the students' perspective and also enables them to assume professional responsibilities after completing the BSW Programme. Professional behaviour and skills are developed during the Block Placement. The purpose of the block placement is to give the students professional internship cum pre-employment experience.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the skills of Documentation and Reporting of Field Work.	1,2,3,4,5, 6,7,8,9
2	Determine which approaches work in practice and how they must be adapted to specific situations.	1,2,3,4,5, 6,7,8,9
3	Understand the effect of the organizational context on professional practice while developing skills in agency-based social work.	1,2,3,4,5, 6,7,8,9
4	Apply adaptable approaches, students will refine documentation skills for diverse social work scenarios.	1,2,3,4,5, 6,7,8,9
5	Demonstrate agency-based social work, aligning practice with contextual needs.	1,2,3,4,5, 6,7,8,9

SEMESTER – VI									
Course Title	Communication Skills								
Course code	22BSWO326R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45T+0P	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ VI semester of Third year of the programme								
Course Objectives (Minimum 3)	1. To provide the required knowledge to understand the importance of communication for effective social work practice. 2. To inculcate communication skills among social work trainees. 3. To understand the importance and the role of media for effective communication.								
CO1	Grasp diverse communication types and elements, honing effective verbal, written, and non-verbal skills.								
CO2	Apply the 7 Cs of communication and overcome barriers, improving their communication skills across diverse contexts.								
CO3	Learn various development communication techniques for effective social change and community participation.								
CO4	Understand essential communication skills and understand agency-based communication crucial for social work practice.								
CO5	Utilise diverse communication tools for positive social change in communities.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Communication - Concept, Meaning, Definition and Components and Process, Elements of Communication, Types of Communication: Formal and Informal, Intrapersonal, Interpersonal and Mass, Verbal/Written and Non-Verbal.	12	Learn about the concept and the process of Communication					1,2	
II	7 C's of communication – Consciousness, Consideration Clarity, Concrete, Courtesy, Correctness and Completeness. Barriers of communication.	10	Understand the 7 C's of Communication.					1,2	
III	Nature and Characteristics of Development Communication - Techniques – Information Dissemination and education, behaviour change, social marketing, social mobilization, media advocacy, communication for social change and community participation.	13	Learn about the nature and characteristics of development communication.					3,4	
IV	Communication Skills- Effective Listening, Speaking, Writing. Feedback – Characteristics, types and Loop. Communication in Social Work Practice: Agency Structure and Communication; Social Worker and the Communication System	13	Develop the skills required for communication.					1,3, 4	
V	Use of Communication languages and Role of Media - Emails, Video conferencing systems, electronic newspaper, Tele communication, and	12	Understand the use of communication languages and role of media.					3,5, 6	

	its tools (Facebook, WhatsApp, Twitter), Communication network. Conventional Communication Tools in Prevention and Resolving Community Issues: Use of Puppets, Songs, Folklore, Street Theatre/Play, Posters, Logos and Exhibitions.			
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REFERENCE BOOKS:

1. Joshi U. (2001), Understanding Development Communication, Dominant publishers, New Delhi
2. Nair KS, White, Shirley. (1993), Perspectives on development communication, age publication, New Delhi.
3. Narula U. (1994), Development communication, Harananda publishers.
4. Joseph D. (1993), The dynamics of mass communication.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Grasp diverse communication types and elements, honing effective verbal, written, and non-verbal skills.	1,2,3,4,5, 6,7,8,9
2	Apply the 7 C's of communication and overcome barriers, improving their communication skills across diverse contexts.	1,2,3,4,5, 6,7,8,9
3	Learn various development communication techniques for effective social change and community participation.	1,2,3,4,5, 6,7,8,9
4	Understand essential communication skills and understand agency-based communication crucial for social work practice.	1,2,3,4,5, 6,7,8,9
5	Utilise diverse communication tools for positive social change in communities.	1,2,3,4,5, 6,7,8,9

MAPPING TABLE

	Course Code	Course Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
1.	22BSWO111R	Introduction to Social Work	2.4	0.4	0.6	0.6	1.8	0.2	0.2	0.2	1
2	22BSWO112R	Concept of Human Growth and Development									
3	22BSWO113R	Sociological concepts and Indian Society									
4	22BSWO114R	Community Organization									
5	22BSWO115R	Orientation Visit & Concurrent Fieldwork I									
6	22UBEC111	Extra-Curricular (Non-CGPA)									
7	22UMPD111R	Elementary English									
1.	22BSWO121R	Social Case Work									
2	22BSWO122R	Indian Social Problems and Social Work Intervention									
3	22BSWO123R	Social Psychology									
4	22BSWO124R	Social Work and North East India									
5	22BSWO125R	Concurrent Fieldwork II									
6	22BSWO126R	Techno-Professional Skills I									
7	22BACE121R	MOOCS CE I									
8	22UBCC121	Co-Curricular (Non-CGPA)									
9	22UBEC121	Extra-Curricular (Non-CGPA)									
10	22UMPD111R	Implicit English									
11	22UCDL103R	Computational systems and Digital World									
1.	22BSWO211R	Social Work with Groups									
2	22BSWO212R	Social Welfare Administration									
3	22BSWO213R	Legal System in India and Indian Constitution									
4	22BSWO214R	Techno-Professional Skills II									
5	22BSWO215R	Concurrent Fieldwork III & Rural Camp									
6	22BACE211R	MOOCS CE II									
7	22UBCC211	Co-Curricular (Non-CGPA)									
8	22UBEC211	Extra-Curricular (Non-CGPA)									
9	22UBES101R	Environmental Science									
10	22UBPB212R	English Language for Excellence									
11	22UUFL213R	Personal Financial Planning									
12	22UULS212R	Basic Life Saving Skills									



Assam down town University

Curriculum and Syllabus

Master of Arts in Sociology



OUTCOME BASED EDUCATION FRAMEWORK

CHOICE BASED CREDIT SYSTEM

Version: 2.0

**FACULTY OF HUMANITIES &
SOCIAL SCIENCES**

July, 2022

Preamble

Assam down town University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guidebook for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the 5th Board of Studies (BoS) meeting of the Faculty of Humanities and Social Sciences held on dated 07/06/2022 and approved by the Emergent Academic Council (AC) meeting held on dated 30/07/2022



*Chairperson
Board of Studies*



*Member Secretary
Academic Council*



Programme Details

Programme Overview

The Master in Sociology is a 2-year postgraduate program that offers an in-depth study of social structures, cultural dynamics, and societal transformations. It includes teaching and examination schemes, focusing on advanced concepts such as social stratification, culture, social change, and research methodology. Courses cover topics like urban sociology, political sociology, and social problems, addressing themes such as power, authority, democracy, social movements, caste, gender, and class. The program references essential textbooks and reports, equipping students with a profound understanding of societal issues and preparing them for careers in research, education, public policy, and social services.

I. Specific Features of the Curriculum

The Master of Arts in Sociology programme provides fieldwork and practice-based knowledge gaining opportunity along with the theoretical study of the subject. The programme incorporates learning not only on the specific subject knowledge but the holistic development of the student by engaging them with co-curricular and extra-curricular activities. Opportunities are provided to take up the courses provided by the top global universities through online platforms and Personality Development Programme is incorporated in every semester to prepare the students to face the interview after the completion of the programme. The programme emphasize on the social research based on the theoretical framework moulding the students to have a sense of responsibility to understand and solve the social issues contributing in creating a better society.

II. Eligibility Criteria:

To be eligible for the program, the students should have a Bachelor's degree in any discipline or equivalent degree.

III. Program Educational Objectives (PEOs):

Program Educational objectives of MA Sociology Program are:

PEO1: Develop the skills to study society scientifically and systematically.

PEO2: Bring out the different ways in which inequality exists in society are explained and emphasize on promoting social justice and harmony.

PEO3: Develop critical thinking and analytical ability to interpret social reality.

PEO4: To build a strong foundation of sociological perspectives and methodological approaches which can be applied to diverse aspects of society.

PEO5: To cultivate methodological understanding and a field-based research project that focuses on contributing to filling the gap in social research.

IV. Program Specific Outcomes (PSOs):

PSO 1: Disciplinary knowledge the student will exhibit understanding in sociological concepts demonstrating proficiency in understanding the societal issues. They will validate an aptitude for competitive examinations and academics.

PSO 2: Research skill the student will have adequate understanding of the research concepts. Formulate research question, develop research proposal for the conduct and analysis of empirical and ethnographical studies.

PSO 3: Competency Student will demonstrate professional attribute while dealing with individual, family, group, community and organizations. This course is designed in such a way that offers multiple opportunities to the learners. Various internationally offered courses will give a global competency to the student.

V. Program Outcome: (POs)

PO 1 Knowledge on Sociology: Demonstrate an understanding of fundamental concepts and theories of Sociology.

PO 2 Problem Analysis: Identifying the intricate social problems for understanding and substantiate conclusions for the welfare of the society.

PO3 Critical thinking and Research Ability: Engage in critical thinking, apply different research approaches, experiments for valid conclusions.

PO4 Diverse Perspectives: Understand and appreciate the diversity of human experiences and social practices across different cultures and societies.

PO5 Sociological Imagination: Foster the ability to connect personal experiences with larger social, cultural and historical context.

PO6 Communication: Demonstrate an ability to understand social issues and communicate in an effective manner through reports and presentations.

PO7 Values and Ethics: Apply universal human values and ethics while dealing with societal issues and individuals.

PO8 Leadership: Develop and function as an efficient member of a team and inculcate effective leadership qualities and skills for a multicultural society.

PO9 Life-long learning: Recognize the need and engage in independent life long learning in an ever-changing society.

Total Credits to be earned: 95

Career Prospects:

Graduates with a Master's degree in Sociology can look forward to a variety of possibilities in their futures, including:

Research
Research Assistant, Analyst, or Coordinator
Project and Field Work Expert
Industry / Organization
NGOs
Government Institutes
Tea Estate
Community Agencies
Education
Professional in Schools
Higher Educational Institutions
Investigation
Research Field Investigator
Social Work Sector
Programme Officers
Social Welfare Organizations

EVALUATION METHODS

The student performance shall be evaluated through In-semester (Sessional) and semester-end examinations. A weightage of 40% or as prescribed by the programme shall be added to the score of the end-semester examination.

A. INTERNAL ASSESSMENT:

The teacher who offers the course shall be responsible for internal assessment by conducting in-semester (sessional) examination and evaluating the performance of the students pursuing that course. The components for internal assessment are illustrated in the table given below.

SN	Components/ Examinations	Marks Allotted
1.	In-Sem Exam – I (ISE-I) (Written Examination)*	30
2.	In-Sem Exam – II (ISE-II) (Written Examination)*	30
3.	Assignment	10
4.	Presentation (SP)	10
5.	Quiz	5
6.	Class Performance based score*	5

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

1. If a student fails to appear in the any of the component without any valid reason he/she shall be marked zero in that component. However, the course teacher at his discretion may arrange for the missed test on an alternate date for the absentee students after determining ground with genuine/valid reasons for the absent.
2. The report of evaluation of an activity towards the in-semester (sessional) component of a course shall be duly notified by the concerned course teacher within a week of completion.

3. The program coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the program to the Controller of Examinations before the start of the End-semester examination.

B. SEMESTER END EXAMINATION:

Time table for end semester examination is published at least 25 days prior to the start of Examination.

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

The student shall only be allowed to appear in a University Examination, if:

- i) He/ She is a registered student of the University;
- ii) He/ She is of good conduct and character;
- iii) He/ She has completed the prescribed Programme of study with minimum percentage of attendance as laid down in the Regulations of the Programme concerned.

Under special cases, a student may be allowed to appear for an examination without being registered in the University but the result of the said student will be kept on hold till the registration of the concerned student is completed.

II. Admit Card:

Admit card for the examination may be downloaded through ERP where the system will generate a Unique ID Cards through online.

The University shall have the right to cancel admission for examination of any candidate on valid grounds.

III. Pattern of Question Papers:

The question paper shall follow the principles of Bloom's Taxonomy.

Table

S. N.	Level	Questions /verbs for test
1	Remember	List, Define, tell, describe, recite, recall, identify, show who, when, where, etc.
2	Understand	Describe, explain, contrast, summarize, differentiate, discuss, etc.
3	Apply	Predict, apply, solve, illustrate, determine, examine, modify
4	Analyze	Classify, outline, categorize, analyze, diagrams, illustrate, infer, etc.
5	Evaluate	Assess, summarize, choose, evaluate, recommend, justify,

		compare etc.
6	Create	Design, Formulate, Modify, Develop, integrate, etc.

Note: No course is to be evaluated on basis of **all 6 knowledge levels**.

The format of the question paper across all the program follow a unique pattern and the total marks is 60

Table 1: Question paper pattern for End semester examination

Sl no	Question pattern	Total marks
1	MCQs (10 Questions)	10
2	2 Marks questions (10 Questions)	20
3	4 Marks questions (5 Questions)	20
4	10 Marks questions (1 Question)	10

IV. Examination Duration:

Each paper of 60 marks shall ordinarily be of two hours duration.

V. Practical Examinations, Viva-Voce etc.:

- i) Practical examination shall be conducted in the presence of one external expert and one or more internal examiners.
- ii) Viva-Voce, Oral examinations of the Project report, Dissertation etc. shall be undertaken by a Board of Examiners constituted by the respective Dean of Program with the advice of Supervisor(s).

VI. Procedure of Expulsion:

If any candidate is found to be using any unfair-means during the examination, the invigilator may cease his/her answer sheet and report it directly to the Officer-in-Charge. The Office-in-Charge of the center may take appropriate decisions as per the rules and procedure of the examination. The Officer-in-Charge may allow the students to write the exam with new answer sheet or may expel the student from appearing the paper depending on the nature of unfair-means. In case of Computer based test, the students may be directed to write an apology letter and sign in the prescribe expulsion form. The student may not be allowed to write that examination.

VII. Instruction to the Students:

- (i) The students shall not bring to the Examination Hall, any electronic gadget used as a means of communication or record except electronic calculator, if required.
- (ii) The students shall not receive any book or printed or hand written or photo copy (Xerox) or blank-paper from any other person while he/she is in the examination-room or in laboratory or in any other place to which he/she is allowed to have access during course of examination.
- (iii) The students shall not communicate with any other candidate in the examination room or with any other person in and outside the examination-room.
- (iv) The students shall not see, read or copy anything written by any other candidate, nor shall he/she knowingly or negligently permit any other candidate to see, read or copy anything written by him/her or conveyed by him/her.
- (v) The students shall not write anything on the Question Paper or in other paper or materials during the examination, or pass any kind of paper to any other candidate in the examination-room, or to any person outside the room.
- (vi) The students shall not disclose his/her identity to the examiner by writing his/her name or putting any sign / symbol in any part of his answer-script.
- (vii) The students shall not use any abusive language or write any objectionable remark or make any appeal to examiner by writing in any part of his answer-script.
- (viii) The students shall not detach any page from the answer-script or insert any authorized or unauthorized loose sheet into it. He /she shall also not insert any other answer-script / loose sheet by removing the pins of the origin answer-scripts and re-fixing it.
- (ix) The students shall not resort to any disorderly conduct inside the examination-room or misbehave with the invigilator or any other examination official.

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.
- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.
- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

C. Credit Point:

It is the product of grade point and number of credits for a course, thus, $CP = GP \times CR$

i. Credit:

A unit by which the course work is measured. It determines the number of hours of instructions required per week. 'Credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully.

ii. Grade Point:

Grade Point is a numerical weight allotted to each Grade Letter on a 10-point scale.

iii. Letter Grade:

Letter Grade is an index of the performance of students in a said paper of a particular course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and Abs. Student obtaining Grade F / Grade Abs shall be considered failed/ absent

and, will be required to appear in the subsequent ESE. The UGC recommends a 10-point grading system with the following (Table: 1) Letter Grades:

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on a 10-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in Table 1, where the Letter Grades ‘O’ to ‘P’ shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in Table 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in Table 2.

Table 2: Letter Grades and Grade Points

Letter Grade	Grade Points	Description
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C	5	Average
P	4	Pass
F	0	Fail
Abs	0	Absent
UFM	0	Unfair Means

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

The SGPA of a student in a Semester shall be the weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered in that Semester, irrespective of whether he/she could or could not complete the Courses. More specifically, the calculation of SGPA shall take into account the Courses graded with Letter Grades ‘O’ to ‘F’ as given

in Table 1.

$$\text{SGPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} \quad (1.1)$$

The SGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.1) up to two decimal places, where n is the total number of Credit Courses registered by the student in that Semester, G_i is the Grade Point secured in the i^{th} registered Course and C_i is the Credit (weight) of that Course.

b. CGPA (Cumulative Grade Point Average)

- (i) The CGPA of a student in a Semester of a Programme shall be the accumulated weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered and successfully completed so far starting from the enrollment in the Programme. In other words, taking into account all the Courses graded with 'O' to 'P' as given in Table 1.1, generally the CGPA of a student shall be calculated starting from the first Semester of his/her enrolled Programme, while the CGPA of a lateral-entry student shall be calculated starting from the Semester of his/her enrollment.
- (ii) The CGPA of a student in a Semester shall be calculated on a 10-point scale using Equation (1.2) up to two decimal places, where N is the total number of Credit Courses registered and successfully completed so far by the student, G_i is the Grade Point secured in the i^{th} completed Course and C_i is the Credit (weight) of that Course.

$$\text{CGPA} = \frac{\sum_{i=1}^N C_i G_i}{\sum_{i=1}^N C_i} \quad (1.2)$$

- (iii) The CGPA shall be convertible into equivalent percentage of marks using Equation Conversion of CGPA to percentage marks: = CGPA * 10

D. Post-Examination

i. Transcript or Grade Card or Certificate:

A marking certificate shall be issued to all the registered students after every Semester. The Semester mark sheet will display the course details (code, title, number of credits, grade secured) along with total credit earned in that Semester.

ii. Grievance Readdress Mechanism:

Students with any dissatisfaction or grievance regarding the marks awarded in any of the Papers / Courses may appeal to the Controller of Examinations for remedial action such as Re-evaluation within 10 days of the declaration of result.

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.
- (ii) Application for re-evaluation / re-scrutiny of answer scripts shall be made in the definite proforma available with the Examination Office through the head of the respective departments within 10 days of declaration of the results of the respective examinations.
- (iii) The Controller of Examination may appoint an examiner for re-evaluation and will consider and recognize the evaluation done by a University appointed examiner.
- (iv) There shall be no provision for re-evaluation of the Practical Papers, Project Work, and Dissertation etc. However, the students fail in practical examination or viva voce and wish to appear again may apply to be evaluated can do so with the next schedule.
- (v) After screening the application for re-evaluation, the CoE may send the answer scripts of the student to the examiners appointed by the CoE with the approval of Vice Chancellor.

- (vi) The marks/grades achieved by the students after the re-evaluation shall be final and binding.
- (vii) Fresh Marks – sheets / Grade Card shall be issued only if the candidate secures pass marks / passing grade in the re-evaluated paper.
- (viii) Revaluation of answer scripts shall be deemed to be an additional facility provided to the students with a view to improving upon their results at the preceding examination result for any reason whatsoever shall not confer any right upon them for admission to next higher class which matters always be regulated in accordance with the relevant rules or regulations framed by the University.
- (ix) If as a result of revaluation of the candidate attracts the provision of condonation of deficiency, the same may be applied to his/her only for fresh attempt.

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

In all the courses the teacher has to select topics for teacher-method which should not be less than 20 percent. The approach will be direct classroom teaching through a series of lectures delivering concepts using ITC facilities, white or blackboard. Notes may also be circulated to the students; however, the students are to be involved in the preparation of the notes. The teacher will be responsible for selecting the best note for circulation. The teacher-centric methodology has recently fallen out of favour because this strategy for teaching is seen to favour passive students.

1. Student- centric / Constructivist Approach:

The topics of the courses may be selected at the start of the class and assigned one topic to each of the students for studying by themselves, prepare presentations, notes, etc., and present at respective class time after consultation and discussion with the course teachers. The teacher facilitates the learning of the students by guiding and providing input and explaining concepts. 60 percent of the course contents may be selected for this purpose. To avoid behaviour problems, teachers must lay a lot of groundwork in student-centric classrooms. Typically, it involves instilling a sense of responsibility in students. In addition, students must learn internal motivation.

a. Project-Based Learning: The teacher may select 5 percent of topics for the purpose and may conduct visits to the laboratory for experiments or field surveys. The selection of the topic may be done considering the available facility for the purpose. However, in the final semester of each of the programme the student has to undergo project-based learning at least 4 months duration. This approach will help the student to think critically, evaluate, analyze, make decisions, collaborate, and more.

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the

best possible answer and discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

c. Flipped Classroom: About 10 percent of the course content has to be completed by this method. In this approach the students are asked to watch video or lecture prepared by the teacher or any video available (relevant to the course). A set of questions may be given to the students for searching answers by the students. The idea is that students should have more time in-classroom focusing on achieving these higher levels of thinking and learning. The Flipped classroom is also an acronym. The letters FLIP represent the four pillars included in this type of learning: Flexible environment, Learning culture shift, Intentional content, and Professional educator. As you can see, the second pillar refers to a culture shift from the traditional approach where students are more passive to an approach where students are active participants. As a result, this approach is also a student- centric teaching method.

d. Cooperative Learning: The remaining five percent has to be completed by cooperative learning approach. In this approach, the students are allotted problems. During library hours the students along with the teacher visit the library and search for probable solutions for the assigned problem. The same has to be done in groups so that the students discuss among themselves for the appropriate answers. Essentially, cooperative learning believes that social interactions can improve learning. In addition, the approach recreates real-world work situations in which collaboration and cooperation are required.

The percentage categorization for the completion of a theory course

Teacher-centric or Direct Classroom Teaching: Delivery by series of lectures	20%
Student-centric Approach, Students present and deliver lectures in the presence of teacher and supervised by teacher	60%
Students visit fields or perform experiments or teachers perform demonstration	05%
Flipped Classroom approach	10%
Cooperative learning approach	05%

Inquiry-based approach has to be followed in all of the classes

The teacher has to distribute the topics to be considered for teaching by the above-mentioned approaches and prepare a lesson plan for execution and maintain a file.

Curriculum Framework

Breakdown of Credits (for 2022-23 Syllabus)

Sl. No	Category	Total number of Credits
1	University Core(UC)	29
2	University Elective (UE)	10
3	Program Core(PC)	37
4	Program Elective (PE)	48
5	Faculty Elective (FE)	8
Total number of credit		132

Breakdown by categories of courses

Sl no	Category	Credits	%
1	Humanities	120	90.9
2	Engineering	1	0.75
3	Mathematics	5	3.8
4	CLPPD	6	4.5
Total		132	100%

PCI, INC, AICTE regulated programs shall have to follow the regulating body

SEMESTER WISE COURSE DISTRIBUTION

	S. N.	Course Code	Course Title	Course Category	Engagement						C	Maximum Marks for			Total
					L	T	P	S	R	O		IA*	SEE*	PE*	
Semester I	1.	22MASO111R	Principles of Sociology	PC	4	0	0	0	0	0	4	40	60	-	100
	2	22MASO112R	Theoretical Perspectives in Sociology - I	PC	4	0	0	0	0	0	4	40	60	-	100
	3	22MASO113R	Family, Marriage and Kinship	PC	3	0	0	0	0	0	3	40	60	-	100
	4	22MASO114R	Social Stratification	PC	3	0	0	0	0	0	3	40	60	-	100
	5	22MSOR111R	Mini Research (Review of literature-R1)	UC	0	0	0	4	8	0	2	-	-	100	100
	6	22MACE111R	MOOCS CE I	FE	0	0	4	0	0	0	2	-	100	-	100
	7	22UMFS111R	Fundamentals of Statistics	UC	2	0	2	0	0	0	3	40	60	100	200
	8	22UMPD111R	Effective English	UE	0	0	4	0	0	0	2	-	-	100	100
						16	0	10	4	8	0	23	-	-	-
TOTAL															
Semester II	1	22MASO121R	Gender and Sexuality	PC	3	0	0	0	0	0	3	40	60	-	100
	2	22MASO122R	Theoretical Perspectives in Sociology- II	PC	3	0	0	0	0	0	3	40	60	-	100
	3	22MASO123R	Sociology of Health and Medicine	PC	3	0	0	0	0	0	3	40	60	-	100
	4	22MASO124R	Ethnography	PC	0	0	4	0	0	0	2	0	0	100	100
	5	22MASO125R	Techno-Professional Skill I	PC	0	0	4	0	0	0	2	0	0	100	100
	6	22MSOR121R	Mini Research (Research gap analysis-R2)	UC	0	0	0	4	16	0	3	0	0	100	100
	7	22MACE121R	MOOCS CE II	FE	0	0	4	0	0	0	2	-	100	0	100

	8	22UUHV101R	Universal Human Value (UHV) + Professional Ethics	UC	1	0	2	0	0	0	2	40	60	100	200
	9	22MASO126R	GE- Sociology of Indian Society	UE	2	0	0	0	0	0	2	40	60	--	100
	10	22UMRM121R	Research Methodology and Statistical Analysis	UC	1	0	0	4	0	0	2	40	60	--	100
	11	22UMPD121R	Communication Mastery	UE	0	0	4	0	0	0	2	--	---	100	100
	12	22UUDL103R	Computational Systems and Digital World	UE	0	0	2	0	0	0	1	-	-	-	-
TOTALS											27				
Semester III	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
	1.	22UMPD211R	Corporate Proficiency	UE	0	0	4	0	0	0	2	-	-	-	-
	2	22MASO214R	GE – Population and Society	UE	2	0	0	0	0	0	2	40	60	-	100
	3	22MASO215R	Techno-Professional Skill II	PC	0	0	4	0	0	0	2	0	0	100	100
	4	22MACE211R	MOOCS CE III	FE	0	0	4	0	0	0	2	-	100	-	100
	5	22MACE212R	MOOCS CE IV	FE	0	0	4	0	0	0	2	0	100	-	100
	6	22UMRE214R	Research Ethics	UC	1	0	0	0	0	0	1	-	-	-	-
7	22MSOR211R	Mini Research (Survey/experiments-R3)	UC	0	0	6	4	0	0	4	-	-	-	-	
To opt one from the following three groups															
GROUP 1															
	1	22MASO201R	Perspectives on Indian Society	DE	3	0	0	0	0	0	3	40	60	--	100
	2	22MASO202R	Political Sociology	DE	3	0	0	0	0	0	3	40	60	--	100
	3	22MASO203R	History and Development of Ethnographic Studies	DE	3	0	0	0	0	0	3	40	60	---	100

Group II																
	4	22MASO204R	Sociology of India	DE	3	0	0	0	0	0	0	3	40	60	---	100
	5	22MASO205R	Sociology of Development	DE	3	0	0	0	0	0	0	3	40	60	---	100
	6	22MASO206R	Sociology of Religion	DE	3	0	0	0	0	0	0	3	40	60	---	100
Group III																
	7	22MASO207R	Sociology of Law	DE	3	0	0	0	0	0	0	3	40	60	100	200
	8	22MASO208R	Sociology of Education	DE	3	0	0	0	0	0	0	3	40	60	100	200
	9	22MASO209R	Sociology of Aging	DE	3	0	0	0	0	0	0	3	40	60	100	200
												24				
Semester IV	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for				
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total	
	1	22MASO221R	Internship	PC	0	0	0	12	0	0	0	3	0	0	100	100
	2	22MSOR221R	Research (Data analysis/documentation-R4)	UC	0	0	20	4	8	0	12	-	-	-	-	
	Elective Papers (To Opt any one of the following two groups)															
	Group 1 Elective Papers															
	3	22MASO222R	Urban Sociology	PE	3	0	0	0	0	0	0	3	40	60	---	100
	4	22MASO223R	Rural Sociology	PE	3	0	0	0	0	0	0	3	40	60	---	100
	Group 2 Elective Papers															
	5	22MASO222R	Societies of North-East India	PE	3	0	0	0	0	0	0	3	40	60	--	100
6	22MASO223R	Comparative Sociology	PE	3	0	0	0	0	0	0	3	40	60	--	100	
Total											21					

***IA: Internal Assessment, SEE: Semester End Examination,
PE: Practical Examination**

SEMESTER – I									
Course Title	PRINCIPLES OF SOCIOLOGY								
Course code	22MASO111R	Total credits: 4 Total hours: 60	L 4	T 0	P 0	S 0	R 0	O/F 0	C 4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	Course Objectives (Minimum 3) 1- This paper aims to introduce the nature, scope and the importance of sociology. 2- To introduce the students to the basic social processes of society, social institutions and patterns of social behaviour. 3- To acquaint the students with the concepts of social processes, social institutions, social change and social control.								
CO1	Demonstrate the nature, scope, and importance of Sociology and its association with other social sciences.								
CO2	Identify the elementary notions of sociology.								
CO3	Analyse the relationship of individuals with society and to evaluate the role of social change								
CO4	Appraise the necessity of social control in human society and also to determine the mechanisms through which social control is exercised in human society.								
CO5	Critically evaluate the factors and theories of social change.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	1 Meaning, Definition, Nature and Scope of Sociology, Importance of Sociology, Sociology as a Science. Relationship of Sociology with other social sciences (Anthropology, Economics, History, Political Science, Psychology)	12	Student will understand about different social sciences disciplines in relation with sociology				1,2		
II	Basic Concepts: 1. Society and Community 2. Social system - Meaning, Elements, Characteristics and Types; 3. Culture: Definition types and nature of culture Folkways, Mores, Norms, Value, Status, Role.	12	Students will learn major theories and concepts related to the societal values and norms				1,2		
III	Individual and Society 1. Socialization/Enculturation – Definition, Processes, Theories, Stages and Agencies 2. Social Processes: Social Action, Accommodation, Assimilation,	12	Students will understand fundamental processes of social institutions in India				1,2		

	Acculturation, Co- operation, Competition, Conflict and Adaptation, 3.Social Groups – Definition and Characteristics – Primary and Secondary groups, Formal and Informal, Reference Group			
IV	Social Institutions 1. Social Institutions 2. Kinship and Marriage – Characteristics, Types, Functions. Family-Characteristics, Types, Functions and Recent trends.	12	Students will understand fundamental processes of social institutions in India.	1,2
V	Social Control and Social Change 1. Meaning and Definition of Social Control 2. Nature and Types of Social Control 3. Meaning and Nature of Social change Factors and Theories of social change.	12	This unit will help students to understand the sociological theories in general	1,2

TEXT BOOKS:

- 1.Bottomore, T. B. 1971. Sociology: A Guide to Problems and Literature, London: Allen and Unwin.
- 2.Dahrendorf, Ralf, 1968, Essays in the Theory of Society, Stanford: Stanford University Press.
- 3.Durkheim, Emile, 1984, The Division of Labour in Society, Basingstoke: Macmillan.
- 4.Franklin, Henry, 1990, The Principles of Sociology, Jaipur: Print Well publishers.
- 5.Gelles J. Richard, Ann Levine, 1995, Sociology- An Introduction, McGraw Hill Company.
- 6.Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press.
7. Gisbert ,Pavscal, 1973, Fundamentals of Sociology, Orient Longman, Bombay.

REFERENCE BOOKS:

1. Goldthore, J.K., 1985, An Introduction to Sociology, Cambridge University Press.
- 2.Haralambos, 2007, Sociology: Themes and Perspectives, Bombay: OUP.
- 3.Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw Hill.
4. Ogburn and Nimkoff, 1966, A Handbook of Sociology, New Delhi: Eurasia Publication House (Pvt) Ltd.
- 5.Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press.

6. Rawat, H K, 2010, Sociology: Basic concepts, Jaipur: Rawat Publications.

7. Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the nature, scope, and importance of Sociology and its association with other social sciences.	1,5&9
2	Identify the elementary notions of sociology.	1,5,6 &7
3	Analyse the relationship of individuals with society and to evaluate the role of social change	1,3,5,6
4	Appraise the necessity of social control in human society and also to determine the mechanisms through which social control is exercised in human society.	1,4&7
5	Critically evaluate the factors and theories of social change.	1,3,9

SEMESTER – I									
Course Title	THEORETICAL PERSPECTIVES IN SOCIOLOGY-I								
Course code	22MASO112R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1.To acquaint the student regarding the historical roots and inception of sociology 2.To introduce sociological theories to the students and its relevance in the contemporary society. 3.To relate sociological theories in everyday life								
CO1	Recognise and interpret the historical roots and inception of sociology.								
CO2	Apprise the role of classical sociologists in interpreting human society								
CO3	Edify the students regarding the relevance of sociological theories in human society								
CO4	Evaluate the impact of social institutions on individual behavior and societal development.								
CO5	Assess the influence of cultural dynamics and social change on contemporary social issues.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Inception of Sociological Thought 1) Emergence of Sociological Thought- Social and Intellectual Forces in the development of Sociological. 2) Auguste Comte – Law of three Stages; 3) Auguste Comte’s Methodology 4) Herbert Spencer- Concept of Social Evolution; 5) Herbert Spencer- Application of Biology	12	Students will learn about the emergence of sociology and the founding fathers of Sociology					1,2	

	to Social Thought			
II	Emile Durkheim 1 Social Facts 2 Rules of sociological method 3 Division of labour in society 4 Theory of Suicide 5 Elementary forms of religious life	12	Students will learn about the concepts given by Emile Durkheim	1,2
III	Max Weber 1) Concepts of Sociology: Social Action, Verstehen, Ideal Types 2) Power and Authority 3) Religion and Social Change 4) Bureaucracy 5)) Protestant ethic and spirit of capitalism, Authority and power	12	Students will learn about Social Action, Power and Authority and other important concepts given by weber.	1,2
IV	Karl Mark 1) Historical and dialectical materialism 2) Marx's theory of social change 3) Surplus value 4) Class and class struggle Religion; Estranged labour	12	Students will understand about the concept of Class and Class Conflict	1,2
V	Limitations of Classical Theory – 1) Race (Du Bois), 2) Gender (Gilman) and colonialism Rationale for a feminist methodology in social research	12	Students can analyse the limitations of classical Sociological Theory	1,2

TEXT BOOKS:

1. Abraham, Francis and Morgan Henry John.(2010). Sociological Thought. MacMillan
2. Aron, Raymond. (1998) Main Currents in Sociological Thought, Vol. I. &2.New York: Routledge.
3. Giddens, A. (1994), Capitalism and Modern Social Theory. New Delhi: Cambridge University Press.

REFERENCE BOOKS:

- 1.Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press.
- 2.Ritzer, George. 1992 (3rd edition)..Sociological theory. New York: McGraw-Hill.
- 3.Turner, Jonathan H. 1995 (4th edition).The structure of sociological theory. Jaipur and New Delhi: Rawat
- 4.Haralambos, 2007, Sociology: Themes and Perspectives, Bombay: OUP

OTHER LEARNING RESOURCES:

- 1.https://www.youtube.com/watch?v=NBqs-guEwVc&ab_channel=ccerajggcmeeraudaipurclass
- 2.<https://www.tandfonline.com/doi/abs/10.1080/01615440.1984.10594136?journalCode=vhim20>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Recognise and interpret the historical roots and inception of sociology.	1 & 5
2	Apprise the role of classical sociologists in interpreting human society	1,3,5
3	Editfy the students regarding the relevance of sociological theories in human society	1,2& 5
4	Evaluate the impact of social institutions on individual behavior and societal development.	4,9
5	Assess the influence of cultural dynamics and social change on contemporary social issues.	1, 5

SEMESTER – I									
Course Title	FAMILY, MARRIAGE AND KINSHIP								
Course code	22MASO113R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To study the concepts relevant for understanding kinship, marriage and family. 2. To enrich students understanding of family-line relationships. 3. To enrich students understanding of major concepts, theoretical perspectives, and new technologies in the field of family, kinship and marriage.								
CO1	Capability to understand the sociological interpretation of multiple perspectives in the study of family, marriage, and kinship.								
CO2	Recognise and interpret the institution of kinship and family patterns in India.								
CO3	Evaluate the varying forms of kinship and marriage.								
CO4	Analyze the impact of social institutions on individual behavior and societal development.								
CO5	Assess the influence of cultural dynamics and social change on contemporary social issues.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Major concepts and key terms: Consanguinity, Affinity, Descent, Incest Taboo, Family- household	9	Student will understand about the different concepts in relation to kinship, family and marriage				1,2		
II	Family and Marriage: Types of Marriage, Types of Family, Rules of Residence	9	Students will learn about general practices relating to rules of residence pre and post marriage, types of marriage and family				1,2		
III	Kinship and related Concepts: Types of Kinship, Usage of Kinship, Inheritance of Property in Patrilineal and Matrilineal	9	Students will learn regarding the different types of kinship and kinship rules in various				1,2		

	Kinship System		societies	
IV	Kinship and Family in India: Emerging Family and Marriage Patterns in India, Kinship and Family in various parts of India	9	Students will understand the kinship and marriage system with specific reference to India	1,2
V	New Trends in Kinship & Marriage: Gay and lesbian relationship and marriage, Surrogacy, New Reproductive Technology: IVF	9	Students will be able to understand the new changing forms of marriage and relationships in society	1,2

TEXT BOOKS:

1. Dumont, Louis (1957). Marriage in India. Cambridge University Press
2. Schneider. M. David, & Ghough, Kathleen. Matrilineal Kinship. University of California Press
3. Shah, A.M., (1998). The Family in India: Critical Essays. New Delhi: Orient Longman
4. Karve, Iravati. (1994). The Kinship Map of India. Delhi: Oxford University Press

REFERENCE BOOKS:

1. Bhandari, J.S. (Ed). (1996). Family and Kinship in North-East India. Delhi: Vedam Books
2. Srinivas, M.N., (1987). The Dominant Caste and Other Essays. Delhi: Oxford University Press
3. Uberoi, P. (1997). Family, Kinship and Marriage in India. Delhi: Oxford University Press
4. McNeil, Mureen, Varcoe, Ian, & Yearley, Steven (1999). The New Reproductive Technologies. Oxford University Press

OTHER LEARNING RESOURCES:

<https://youtu.be/5W6BnrwhiT0>

<https://youtu.be/XDqQu-L6m4M>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Capability to understand the sociological interpretation of multiple perspectives in the study of family, marriage, and kinship.	1,2 & 4
2	Recognise and interpret the institution of kinship and family patterns in India.	2,3,4 & 9
3	Evaluate the varying forms of kinship and marriage.	5&7
4	Analyze the impact of social institutions on individual behavior and societal development.	2 & 5
5	Assess the influence of cultural dynamics and social change on contemporary social issues.	1, 2,4,5

SEMESTER – I									
Course Title	Social Stratification								
Course code	22MASO114R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. This paper aims to introduce the nature, scope and the importance of Social Stratification 2- To introduce the students to the basic social structure of society. 3- This course introduces students to Sociological Study of Social Inequalities. 4. It will acquaint students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.								
CO1	Outline the nature, scope and the importance of Social Stratification								
CO2	Analyse the theories on Social Stratification by Karl Marx and Max Weber								
CO3	Apply the Principles of Functionalism related to social stratification								
CO4	Identify different forms of social stratification								
CO5	Evaluate the types and patterns of social mobility								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction: Introduction to Social Stratification: Meaning, characteristics, nature of stratification, Natural inequality, social inequality	12	Student will understand about Social Stratification and its characteristics.				1,2		
II	Theories of Stratification: Karl Marx- subsistence society to surplus mode of production, Max Weber- Status and Power	12	Students will learn major theories and concepts related to Social Stratification.				1,2		
III	Functionalism Approach on Stratification. Basic principles of functionalist perspective.	12	This unit will provide a basic understanding of the functionalistic approach on stratification.				1,2		
IV	Identities and Inequalities: Caste, Race and Ethnicity, Gendered Stratification.	12	Students will understand fundamental concept of identities and inequalities				1,2		

V	Social Mobility: Forms and Patterns, Close and Open Society	12	This unit will help students to understand the various forms of social mobility.	1,2
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TEXT BOOKS:

1. Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality.
2. McLellan, David. The Thought of Karl Marx. London: Papermac, 1995
3. Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246- 258

REFERENCE BOOKS:

1. Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' American Sociological Review, Vol. 24, No. 6 (Dec., 1959), pp. 772-782
2. Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5 (1963), pp. 805-808
3. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Outline the nature, scope and the importance of Social Stratification	1 & 5
2	Analyze the theories on Social Stratification by Karl Marx and Max Weber	1 & 5
3	Apply the Principles of Functionalism related to social stratification	1,2,3,5
4	Identify different forms of social stratification	5,7
5	Evaluate the types and patterns of social mobility	1,4,5,9

SEMESTER – I									
Course Title	MINI-RESEARCH (REVIEW OF LITERATURE R1)								
Course code	22MSOR111R	Total credits: 2 Total hours: 30	L	T	P	S	R	O/F	C
			0	0	0	4	8	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	<p>1. To learn to review and assess scientific literature critically.</p> <p>2.To write and present an overview of the relevant literature for a specific research topic.</p> <p>3.To train students to conduct systematic literature review</p>								
CO1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.								
CO2	Understanding on how to critically read and assess research papers and reviews.								
CO3	Identifying the research gaps in the relevant areas of research								
CO4	Develop the skills to conduct a review built on the framework of evidence-based practice								
CO5	learn to review and assess scientific literature critically.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction to Literature Review/Scholarly Writing: Need for Literature Review, Theoretical and Conceptual framework, Sources of Review of Literature, Chronological reporting of review of literature both Indian & foreign, Gap in Research on topic of the study. Web Search and using Advanced Search Techniques for research through internet.	6	The student will be able to construct foundational knowledge and techniques of scholarly writing chronologically				1,2		
II	Referencing style: Referencing and various formats for reference writing of books and research papers. APA Reference Style Guide, Electronic references 7 th Edition (2020), APA DoI 2020. Reference style in engineering and other fields.	6	The students will be capable of referencing various sources in the format of APA writing style of 7 th edition, 2020				1,2		
III	Ethical considerations in research: Ethical considerations for conducting research and	6	The students will learn about the importance				1,2		

	publication in psychosocial, behavioural & natural sciences. Acquaintance with ethics research committee.		of ethical consideration in research writing	
IV	Practical training in Literature review: Selecting one of the major key concepts and variables from the topic of the research and writing review literature with different sources and its assessment by the supervisor. Resubmission of practical review following supervisor's feedback.	6	The students will be able to select one of the major key concepts and variables from the chosen research topic.	1,2
V	Practical training of research paper writing: Familiarity with Professional Journals – National & International. Selection of topic for writing research paper, practical procedure for writing research paper based on modules of paper I & paper II.	6	The students will get practical exposure in writing research papers in proper APA format and styles.	1,2

TEXT BOOKS:

1. Fink, A. (2019). Conducting research literature reviews: From the internet to paper. Sage publications.

REFERENCE BOOKS:

1.Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.

2. Cooper, H. (1998). Cooper, Harris, *Synthesizing Research: A Guide for Literature Reviews*, Thousand Oaks, CA: Sage, 1998.

3. Hart, C. (2018). *Doing a literature review: Releasing the research imagination*.

4. Winckel, A., & Hart, B. (1995). *Report writing style guide for engineering students*. University of South Australia, Faculty of Engineering.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Will become familiar with and learn to identify the most relevant textbooks, reviews, papers and journals for their research topics.	3 & 4
2	Understanding on how to critically read and assess research papers and reviews.	2,3,5
3	Identifying the research gaps in the relevant areas of research	7, 5
4	Develop the skills to conduct a review built on the framework of evidence-based practice	3, 5, 7
5	learn to review and assess scientific literature critically.	3,5,9

SEMESTER – I									
Course Title	MOOCS CE I								
Course code	22MACE111R	Total credits: 3 Total hours: 45	L 3	T 0	P 0	S 12	R 0	O/F 0	C 3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

TEXT BOOKS:

REFERENCE BOOKS:

OTHER LEARNING RESOURCES:

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	3 & 4
2	Develop skills to analyze information critically and propose effective solutions.	2,7
3	Improve ability to communicate ideas clearly, both in writing and speaking.	7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	7,9
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	3,7,8

SEMESTER – I									
Course Title	FUNDAMENTAL OF STATISTICS								
Course code	22UMFS111R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	2	0	2	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. Learn basic statistical methods for data analysis. 2. Acquire skills in organizing and cleaning data. 3. Apply data analysis techniques to practical problems.								
CO1	Students will have basic knowledge of Statistical methods.								
CO2	Students will gain the knowledge of organizing & Cleaning of Data.								
CO3	Students will be able to gain the Analytical Skill concept								
CO4	Students will be able to acquire the knowledge of basic Data Analysis Procedure for day-to-day use.								
CO5	Students will effectively use statistical methods, organize and clean data, and perform basic data analysis.								
Unit-No.	Content	Contact Hour	Learning Outcome				K	L	
I	Statistical Methods: Definition and scope of Statistics, concepts of statistical population and sample. Data: quantitative and qualitative, attributes, variables, scales of measurement nominal, ordinal, interval and ratio.	9	Identify and categorize data types and measurement scales.					1,2	

II	Presentation: tabular and graphical, including histogram and ogives. Measures of Central Tendency: mathematical and positional. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, skewness and kurtosis.	9	Present data using tables and graphs, and calculate key statistical measures.	1,2
III	Bivariate data: Definition, scatter diagram, simple, partial and multiple correlation (3 variables only), rank correlation. Simple linear regression, fitting of polynomials and exponential curves.	9	Analyze relationships between variables using correlation and regression.	1,2
IV	Random experiment: trial, sample point and sample space, event, Operations of Events, concepts of mutually exclusive and exhaustive events. Definition of probability: classical and relative frequency approach. Discrete probability space, Properties of probability, Independence of events, Conditional probability, total and compound probability rules, Normal probability Distribution, Binomial probability Distribution, Poisson Probability Distribution, Bayes' theorem, and its applications.	9	Compute probabilities and apply different probability distributions.	1,2
V	Testing of hypothesis, parametric test: t-test, z-test, chi-square test. Non-Parametric test: One sample Kolmogorov test, wilcoxon Signed test, Mann-Whitney Test, Kruskal walis test	9	Conduct and interpret both parametric and non-parametric hypothesis tests.	1,2
Practical	<p>1. Introduction to R - A programming language and environment for data analysis and graphics. Syntax of R expressions: Vectors and assignment, vector arithmetic, generating regular sequence, logical vector, character vectors, Index vectors; selecting and modifying subsets of data set</p> <p>2. Data objects: Basic data objects, matrices, partition of matrices, arrays, lists, creating and using these objects; Functions-Elementary functions and summary functions, applying functions to subsets of data. Data frames: The benefits of data frames, creating data frames, combining data frames, Adding new classes of variables to data frames; Data frame attributes.</p> <p>3. Importing data files: import. data function, read. table function; Exporting data: export. data function, cat, write, and write. table functions, function, formatting output - options, and format functions; Exporting graphs -export. graph function. Graphics in R: creating graphs using plot function, box plot, histogram, line plot, steam and leaf plot,</p>	9	Perform data analysis tasks using R, including data manipulation and visualization.	

<p>pie chart, bar chart, multiple plot layout, plot titles, formatting plot axes; Visualizing them</p> <p>ultivariate data: Scatter plot, Q-Q plot, P-P plot.</p> <p>4. Performing data analysis tasks: Reading data with scan function, Exploring data using graphical tools, computing descriptive statistics, one sample tests, two sample tests, Goodness of fit tests.</p> <p>5. Parametric test and non-Parametric test</p>			
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TEXT BOOKS:

REFERENCE BOOKS:

OTHER LEARNING RESOURCES:

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will have basic knowledge of Statistical methods.	2, 3 & 4
2	Students will gain the knowledge of organizing & Cleaning of Data.	2,9
3	Students will be able to gain the Analytical Skill concept	7,8,9
4	Students will be able to acquire the knowledge of basic Data Analysis Procedure for day-to-day use.	3,7
5	Students will effectively use statistical methods, organize and clean data, and perform basic data analysis.	3,9

SEMESTER – II									
Course Title	Gender and Sexuality								
Course code	22MASO121R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						

Programme	Master in Sociology			
Semester	Fall/ I semester of first year of the programme			
Course Objectives (Minimum 3)	1.The paper intends to acquaint the students with to the major concepts in gender and sexuality studies 2. The paper also focuses on theoretical approaches in gender studies 3The students will be made to understand the linkages between gender and development			
CO1	Develop the ability to highlight the concepts of gender studies.			
CO2	Identify different sexual orientation of an individuals			
CO3	Analyze different forms of gender discrimination, violence and oppressions.			
CO4	Synthesize the changing pattern gender discrimination.			
CO5	Apply the theoretical perspectives related to gender and sexuality feminism			
Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Basic Concepts in Gender studies: a) Sex and Gender, b) Patriarchy and Matriarchy b) Gender socialization, Gender stereotypes, Gender identity, Gender role, Gender discrimination, Gender Dysphoria, Gender Expression, Gender fluid- a brief overview c) Gender continuum, Gender Heteronormativity	12	Aware about the basic concepts in gender studies .	1,2
II	Invention of Sexuality- based Identities Sexuality; Sexual Orientation Conceptualizing LGBTQIA+ Community Coming out and leaving the closet behind	12	Identify the different sexual orientations	1,2
III	Oppression and Liberation Production versus reproduction, invisibility of household work	12	Gender and discrimination.	1,2

	<p>Control over Female Sexuality: Men possessing Women,</p> <p>Female Sexual Alienation, Representation of Female Body</p> <p>Emergence of women's studies in India and across the globe</p> <p>Womens' Movement in India</p> <p>Intersex and Transgender Movements</p> <p>Violence against men</p>			
IV	<p>Gender and Development</p> <p>Impact of globalisation on women,</p> <p>Development and women empowerment</p> <p>Development of LGBTQIA+ Community</p> <p>Legislative Measures</p>	5	Changes and development in the area of gender	1,2
V	<p>Gender and Theory</p> <p>Feminism: Meaning; Liberal Theory, Radical Theory,</p> <p>Socialist-Marxist Theory, Eco-Feminism and Post Modernist Feminism,</p> <p>Queer theories</p> <p>Contemporary Contestations, Queer</p> <p>politics,</p> <p>Theories of masculinity: Connel;</p>	5	Different theories in the area of gender studies	1,2

TEXT BOOKS:

1. Delamont Sara. (2003). Feminist Sociology. London: Sage Publications. Delhi: Sage Publications

2. Hesse-Biber, Nagy Sharelene (2007). Handbook of Feminist Research: Theory and Praxis. New

3.MadhuKumari (2011) Women Empowerment and Social Change, Random Publications: New Delhi.

REFERENCE BOOKS:

- 1.Mary Holmes, 2007. What is Gender? Sociological Approaches. New Delhi: Sage
- 2.Shefal iMoitra. 2002. Feminist Thought. Kolkata: Munshiram Manoharlal Publishers.
- 3.Sharmila Rege. 2003. Sociology of Gender. New Delhi: Sage.
- 4.Uma Chakravarti (2016). Thinking Gender, Doing Gender. Orient Black Swan.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Develop the ability to highlight the concepts of gender studies.	1,2,3 & 4
2	Identify different sexual orientation of an individuals	1,2,7
3	Analyze different forms of gender discrimination, violence and oppressions.	2,3,4,6
4	Synthesize the changing pattern gender discrimination.	1,2,3
5	Apply the theoretical perspectives related to gender and sexuality feminism	5,7,9

SEMESTER – II									
Course Title	Theoretical Perspectives in Sociology- II								
Course code	22MASO122R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	0
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1.To introduce different theoretical perspective to the students. 2.To orient the students about the relevance of Sociological theories								

	3.To enhance students skill in sociological imagination			
CO1	Outline the structural- functional perspective and its relevance in the society			
CO2	Comprehend theory of structuralism propounded by Claude Levi-Strauss			
CO3	Analyse various forms of conflict theories			
CO4	Apply the significance of the Frankfurt School of critical thought			
CO5	Evaluate the principles of interpretative Sociology			
Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	Structural- Functional Perspective Talcott Parsons- Action Frame of Reference, Pattern Variables, AGIL Paradigm, Robert King Merton- Reference Group Theory, Paradigm for Functional Analysis, Middle Range Theory, Anomie Jeffrey Alexander- Neo - Functionalism:	9	Students shall learn about the structural-functional perspective and its relevance in the society	1,2
II	Structuralism Levi-Strauss and S. F. Nadel	9	Students will be aware about the concept of structuralism	1,2
III	Conflict Perspective Functional Analysis: Lewis Coser Dialectics of Conflict: Ralf Dahrendorf	9	Students will get to know about the work of Lewis Coser and Ralf Dahrendorf	1,2
IV	Critical Perspective Emergence of critical theory – Frankfurt School Revival of Critical theory – Jurgen Habermas Structural Marxism - Louis Althusser Neo-Marxian Approach	9	This unit talks about how critical theorist looks into the society.	1,2
V	Interpretative Sociology 1 G.H. Mead -Mind Self and Society – 2.Erving Goffman - Dramaturgy: 3Harold Garfinkel - Ethnomethodology: 4Husserl, Alfred Schutz- Phenomenological Sociology	9	This unit talks about the work of G.H. Mead, Erving Goffman, Alfred Schutz and others	1,2

	5 Social Construction of Reality – Berger			
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TEXT BOOKS:

1. Abraham , F. M. (2000). Modern Sociological Theory: An Introduction. Delhi: Oxford University Press
 2. Coser, Lewis. A. (1956).The Functions of Social Conflict. London: Free Press
 3. Delaney, Tim. (2008). Contemporary Social Theory. New Delhi: Pearson Education Inc.
- Dorling Kindersley4.Homans, George C. (2007). History, Theory, and Method. New York: Routledge.

REFERENCE BOOKS:

- 1.Ritzer, George. (2013). Sociological Theory. New Delhi: McGraw Hill
2. Turner, Bryan S. (2000). The Blackwell Companion to Social theory. Blackwell
3. Turner, Jonathan H. (2011). The Structure of Sociological theory. Delhi: Rawat
4. Zeitlin, I.M. (1996). Rethinking Sociology: A Critique of Contemporary Theory. Delhi: Rawat

OTHER LEARNING RESOURCES:

- 1.<https://journals.sagepub.com/doi/abs/10.1177/0022002782026002006>
- 2.https://journals.lww.com/advancesinnursingscience/fulltext/1999/06000/middle_range_theory_spinning_research_and.11.aspx

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Outline the structural-functional perspective and its relevance in the society	1,2,4,8
2	Comprehend theory of structuralism propounded	1,2,4,5

	by Claude Levi-Strauss	
3	Analyse various forms of conflict theories	4,5,8
4	Apply the significance of the Frankfurt School of critical thought	5,7
5	Evaluate the principles of interpretative Sociology	1,2,3,5

SEMESTER – II									
Course Title	Sociology of Health and Medicine								
Course code	22MASO111R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	0
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. The paper aims to introduce the basic concept of health and medicine. 2. To familiarize the students with the theoretical perspectives on Sociology of health. 3. To acquaint the students with the health care institutions and indigenous knowledge system of medicine.								
CO1	Demonstrate the basic concept of health and medicine with respect to the society.								
CO2	Analyse the theoretical perspectives on the Sociology of health.								
CO3	Identify the various conditions that led to the rise of formal health care institutions								
CO4	Comprehend the significance of traditional belief system on care system and benefits of indigenous medicines								
CO5	Evaluate the health policies, programmes and the role of health care institutions.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Sociology of Health: Basic Concepts and Approaches 1. Health, Illness, sickness, diseases, healing, hygiene; 2. Medicalization; 3. Dimensions and indicators of health 4. Social epidemiology: Approaches	9	This unit will teach the students to highlight medical sociological methods and thinking.				1,2		

II	Perspectives on Sociology of Health: An overview 1. Functionalist 2. Conflict 3. Interactionist 4. Post-Modern	9	It will discuss the theoretical overview of the medical sociology.	1,2
III	Health Care Institutions 1. Family and Health care 2. State and health Care: Health for all; maternal and child health; family welfare programs; Drug policies and patents; Sanitation. 3 Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care; Rural Health Programs; Commercialization of health care services	9	The will include historical rise of the health care institutions.	1,2
IV	Indigenous knowledge systems of medicine 1. Traditional Medicine 2. Folk Healing 3. NGOs and Health Care	9	It will analyse how indigenous knowledge system help the society we live in.	1,2
V	Health Policies and Programmes 1. Health Policies 2. Politics of Global Health 3. Health policies in India	9	This theme addresses social inequality and the way social class, race, gender and environment connect to health disparities.	1,2

TEXT BOOKS:

1. Cockerham, W.C. (2009). The New Blackwell Companion to Medical Sociology. Willey: Blackwell.
2. Sujatha, V. (2014) Sociology of Health and Medicine, New Delhi, Oxford University
3. Press Conrad, P. (1996). Medicalization and Social Control. In Perspectives in Medical Sociology (Second Edition), edited by P. Brown. Illinois: Waveland Press.

4. Deborah, L. (1997). "Foucault and the Medicalization Critique". In Foucault, Health and Medicine, edited by A. Petersen and R. Bunton. New York: Routledge.
5. Deborah, L. (2012). Medicine as Culture: Illness, Disease and the Body. London: Sage.
6. Turner, B. (1992). Regulating Bodies: Essays in Medical Sociology. pp. 177-95. New York: Routledge Press.

REFERENCE BOOKS:

Davar, B. (1999). Mental Health of Indian Women: A Feminist Agenda. Sage.

1. Nichter, M. (2008). Global Health: Why cultural perceptions, social representations and bio-politics matter. Tucson: University of Arizona Press.
2. Quadeer, I. (1988). Reproductive Health: A Public Health perspective. Economic and Political Weekly. Vol.33, No.41, pp.2675-84.
3. Bode, M. (2008). Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry, 1980-2000. Delhi: Orient Blackswan.
4. Foucault, M. (1975). The Birth of the Clinic: Archaeology of Medical Perception. New York. Vintage Books.

OTHER LEARNING RESOURCES:

- 1 <https://journals.sagepub.com/home/hsb>
- 1 <https://www.tandfonline.com/toc/rhsr20/current>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the basic concept of health and medicine with respect to the society.	1,3 & 4
2	Analyse the theoretical perspectives on the Sociology of health.	1,2,5
3	Identify the various conditions that led to the rise of formal health care institutions	4,7,9,
4	Comprehend the significance of traditional belief	2,7

	system on care system and benefits of indigenous medicines	
5	Evaluate the health policies, programmes and the role of health care institutions.	2,5

SEMESTER – II									
Course Title	Ethnography								
Course code	22MASO124R	Total credits: 4 Total hours: 45T+0P	L	T	P	S	R	O/F	C
			4	0	0	0	0	0	0
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To enlightened the students about ethnographic methods. 2. To enlightened the students about various cultures. 3.To study the different problems existing in the society.								
CO1	Understand the meaning and concept of Ethnography and Ethnology								
CO2	Analyse major theories and concepts related to how culture and ethnography isinterrelated								
CO3	Apply qualitative research design based on primary data								
CO4	Develop the ability to perform data collection and data analysis.								
CO5	Demonstrate the skills for writing reports								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction: 1 Meaning and Concept of Ethnology and Ethnography; 2 Difference between Ethnology and Ethnography 3 Contribution of Malinowski and Boas	12	Student will understand about different models and methods use by ethnographers.				1,2		

II	Culture: 1.Cultural relativism, ethnocentrism, etic and emic perspectives; 2Concept of participant enquiry; 3Ethnography as a holistic documentation of culture;	12	Students will learn major theories and concepts related to how culture and ethnography is interrelated.	1,2
III	Research Design 1. Ethnography as a qualitative research; 2. Choice of tools and techniques of data collection, Interview - Structured and unstructured; Free flowing open ended; Group interview and key informant-interview Observation – 3.Participant, and non-participant. Genealogy - technique and application; Social census - Construction of household-schedule; Variables involved;.	12	This unit will help to develop a research design based on their fieldwork.	1,2
IV	Collection & Analysis of Ethnographic Data: 1.Academic, psychological and practical preparation for ethnographic fieldwork; 1. Techniques of rapport establishment; Identification of representative categories of informants; 2. Recording of data journal, diary and logbook; Organization and contextual interpretation of data;	12	Students will understand the basic of how to do an ethnographic research for their own projects.	1,2
V	Ethnographic report: 1 Developing outline for a scientific report 2 Sumarizing the survey results for sub-groups on demographic data 3Summarizing the survey results for the whole group 4 Providing an answer to the research problem.	12	This unit the students have to submit their reports, summarizing their objects and present their reports.	1,2

TEXT BOOKS:

1 C. Frankfort- Nachmias & Nachmias, D 1996 'Research Methods in Social Sciences Arnold, London

2.Danda. Ali 1992 "Research Methodology in Anthropology', Inter- India , New Delhi

3.Pelto. P.S. & Pelto G.H. 1979' Anthropological Research', Cambridge University Press

REFERENCE BOOKS:

1. Fetterman David 1989 'Ethnography Step by Step', Sage Publication.
2. Hammersley, M. 1983 'Ethnography Principles in Practice', Tavistock Publications.
3. Royal Anthropological Instt.of G. Britain& Ireland 1967 'Notes and Queries in Anthropology', Routledge and Kegan Paul Ltd. London.
4. Ember CR, Ember M. 2009 'Cross-cultural Research Methods', Altamira Press, USA.
- 5.Handwecker WP. 2001 'Quick Ethnography', Altamira Press, USA.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the meaning and concept of Ethnography and Ethnology	3 & 4
2	Analyse major theories and concepts related to howculture and ethnography isinterrelated	1,2
3	Apply qualitative research design based on primary data	7,9,
4	Develop the ability to perform data collection and data analysis.	3,7
5	Demonstrate the skills for writing reports	6,8

SEMESTER – II	
Course Title	TECHNO PROFESSIONAL SKILL-1

Course code	22MASO125R	Total credits: 2 Total hours: 45T+0P	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. Read research articles accurately, being able to abstract their essential ideas and understand their implications. 2. Write concisely and objectively using APA format. 3. to improve students' scientific writing skills and presentation skills.								
CO1	Apply the theoretical knowledge in reading and summarizing complex ideas.								
CO2	Identify the ways in recognizing and describe problems operationally to study them empirically.								
CO3	Demonstrate the knowledge of quantitative and qualitative research								
CO4	Analyze the ways in constructing arguments clearly and concisely using evidence-based concepts and theories in sociology								
CO5	Use of grammar appropriate to professional standards and conventions								

TEXTBOOKS:

1. Beins, B. C., & Beins, A. M. (2020). Effective writing in psychology: Papers, posters, and presentations (3rd ed.).
2. John Wiley & Sons. American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

REFERENCE BOOKS:

1. Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide, New York: Taylor and Francis.

OTHER LEARNING RESOURCES:

1. <https://www.bing.com/videos/search?q=Academic+writing+you+tube+research&docid=603532644149918944&mid=47AEF928A9C355FD1D9747AEF928A9C355FD1D97&view=detail&FORM=VIRE>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply the theoretical knowledge in reading and summarizing complex ideas.	1,2,3 & 4
2	Identify the ways in recognizing and describe problems operationally to study them empirically.	3,5,7
3	Demonstrate the knowledge of quantitative and qualitative research	3,6,8,9
4	Analyze the ways in constructing arguments clearly and concisely using evidence-based concepts and theories in sociology	6,3,5,8
5	Use of grammar appropriate to professional standards and conventions	2,7,9

SEMESTER – II									
Course Title	MINI-RESEARCH (RESEARCH GAP ANALYSIS R2)								
Course code	22MSOR121R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	0	0	0	4	8	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To learn to review and assess scientific literature critically. 2.To write and present an overview of the relevant literature for a specific research topic. 3. To conduct a systematic literature review								
CO1	Apply knowledge and techniques of scholarly writing chronologically								
CO2	Identify the knowledge of referencing.								
CO3	Analyse ethical issues on research and report writing								
CO4	understand the topic with the help of various journals								
CO5	Ability to have a in-depth knowledge about a topic								

TEXT BOOKS:

1.Fink, A. (2019). Conducting research literature reviews: From the internet to paper. Sage publications.

REFERENCE BOOKS:

1. Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.
2. Cooper, H. (1998). Cooper, Harris, *Synthesizing Research: A Guide for Literature Reviews*, Thousand Oaks, CA: Sage, 1998.
3. Hart, C. (2018). *Doing a literature review: Releasing the research imagination*.
4. Winckel, A., & Hart, B. (1995). *Report writing style guide for engineering students*. University of South Australia, Faculty of Engineering.

OTHER LEARNING RESOURCES:

1. Laura Aaron (2008). Writing a literature review article. *Radiologic Technology* 80(2):185-6

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,2,3,5
2	Develop skills to analyze information critically and propose effective solutions.	3,7,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	3,5,7
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	8,9

SEMESTER – II									
Course Title	MOOCS CE II								
Course code	22MACE121R	Total credits: 2 Total hours: 30	L 2	T 0	P 4	S 0	R 0	O/F 0	C 2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. Understand key concepts and theories through course materials and practical examples. 2. Analyze information critically and develop evidence-based solutions. 3. Improve communication skills through writing, presentations, and feedback. 								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								

CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.
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TEXT BOOKS:

REFERENCE BOOKS:

OTHER LEARNING RESOURCES:

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	3 & 4
2	Develop skills to analyze information critically and propose effective solutions.	1,2,6
3	Improve ability to communicate ideas clearly, both in writing and speaking.	6,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	7,9
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	3,7,8

SEMESTER – II									
Course Title	UNIVERSAL HUMAN VALUES (UHV) + PROFESSIONAL ETHICS								
Course code	22UUHV101R	Total credits: 2	L	T	P	S	R	O/F	C
Pre-requisite	Nil	Total hours: 30	1	0	2	0	0	0	2
Programme	Co-requisite Nil								
Semester	Master in Sociology								
Course Objectives (Minimum 3)	Fall/ II semester of first year of the programme								
CO1	1. Help students appreciate the complementarity between values and skills for sustained happiness and prosperity.								
CO2	2. Develop a holistic perspective towards life, profession, happiness, and prosperity based on human reality and existence.								
CO3	3. Highlight the implications of holistic understanding on ethical conduct, trustful behavior, and enriching interaction with nature.								
CO1	Learn and understand the Need, Guidelines, Content and Process for Value Education								
CO2	Fulfill the human aspirations like understanding and living in harmony at various levels.								
CO3	Learn and understand harmony in family and society.								
CO4	Learn and understand harmony in nature and existence.								
CO5	Grasp human values, ethical conduct, and professional ethics for sustainable systems.								
Unit- No.	Content	Contact Hour	Learning Outcome				KL		

<p>I</p>	<p>Need, Basic Guidelines, Content and Process for Value Education</p> <ol style="list-style-type: none"> 1. Understanding the need, basic guidelines, content, and process for Value Education 2. Self-Exploration–what is it? - its content and process; „Natural Acceptance“ and ExperientialValidation- as the mechanism for self-exploration 3. Continuous Happiness and Prosperity- A look at basic Human Aspirations 4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority 5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario 6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels. 	<p>6</p>	<p>Understand the need, guidelines, content, and process for Value Education through self-exploration and natural acceptance.</p>	<p>1,2</p>
<p>II</p>	<p>Understanding Harmony in the Human Being - Harmony in Myself!</p> <ol style="list-style-type: none"> 1. Understanding human being as a co-existence of the sentient “I” and the material “Body” 2. Understanding the needs of Self (“I”) and “Body” - Sukh and Suvidha 3. Understanding the Body as an instrument of “I” (I being the doer, seer and enjoyer) 4. Understanding the characteristics and activities of “I” and harmony in “I” 5. Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail 6. Programs to ensure Sanyam and Swasthya -Practice Exercises and Case Studies will be taken up in Practice Sessions. 	<p>6</p>	<p>Understand the co-existence of "I" and the body, their needs, and ensure harmony through Sanyam and Swasthya.</p>	<p>1,2</p>
<p>III</p>	<p>Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship</p> <ol style="list-style-type: none"> 1. Understanding Harmony in the family – the basic unit of human interaction 2. Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship 3. Understanding the meaning of Vishwas; Difference between intention and competence 4. Understanding the meaning of Samman, Difference between respect and 	<p>6</p>	<p>Grasp the foundational values of human relationships, ensuring trust, respect, and a harmonious society from family to world family.</p>	<p>1,2</p>

	<p>differentiation; the other salient values in relationship</p> <p>5. Understanding the harmony in the society (society being an extension of family) Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals</p> <p>6. Visualizing a universal harmonious order in society- Undivided Society (Akhand Samaj), Universal Order (Sarvabhaum Vyawastha)- from family to world family! - Practice Exercises and Case Studies will be taken up in Practice</p>			
IV	<p>Understanding Harmony in the Nature and Existence - Whole existence as Co-existence</p> <p>1. Understanding the harmony in the Nature</p> <p>2. Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature</p> <p>3. Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space</p> <p>4. Holistic perception of harmony at all levels of existence-Practice Exercises and Case Studies will be taken up in Practice Sessions.</p>	6	Comprehend the interconnectedness in nature and the holistic harmony at all levels of existence.	1,2
V	<p>Implications of the above Holistic Understanding of Harmony on Professional Ethics</p> <p>1. Natural acceptance of human values</p> <p>2. Definitiveness of Ethical Human Conduct</p> <p>3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order</p> <p>4. Competence in professional ethics:</p> <ul style="list-style-type: none"> • Ability to utilize the professional competence for augmenting universal human order • Ability to identify the scope and characteristics of people-friendly and eco- friendly production systems, • Ability to identify and develop appropriate technologies and management patterns for above production systems. <p>5. Case studies of typical holistic technologies, management models and production systems</p> <p>6. Strategy for transition from the present state to Universal Human Order:</p> <ul style="list-style-type: none"> • At the level of individual: as socially and ecologically responsible engineers, technologists and managers • At the level of society: as mutually enriching institutions and organizations 	6	Apply human values and ethical conduct to professional competence, promoting sustainable and people-friendly production systems and transitioning towards a Universal Human Order.	1,2

TEXT BOOKS:

1. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2
2. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi, 2010

REFERENCE BOOKS:

1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.
2. PL Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986,1991
4. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III,1972, limits to Growth, Club of Rome's Report, Universe Books.

OTHER LEARNING RESOURCES:

1. Value Education websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>
2. Story of Stuff, <http://www.storyofstuff.com>
3. Al Gore, An Inconvenient Truth, Paramount Classics, USA
4. Charlie Chaplin, Modern Times, United Artists, USA
5. IIT Delhi, Modern Technology – the Untold Story

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn and understand the Need, Guidelines, Content and Process for Value Education	3 & 4
2	Fulfill the human aspirations like understanding and living in harmony at various levels.	4,7
3	Learn and understand harmony in family and society.	6,7,8,9
4	Learn and understand harmony in nature and existence.	4,7
5	Grasp human values, ethical conduct, and professional ethics for sustainable systems.	3,7,9

SEMESTER – III									
Course Title	Perspectives on Indian Society								
Course code	22MASO201R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	<p>Understanding of the basic features of Indian Society: both past and contemporary.</p> <p>To acquaint the students about some of the major social institutions from Sociological Perspective.</p> <p>Understanding of various processes of social change and Problems of Indian society.</p>								
CO1	Outline the understanding of Indian social structure.								
CO2	Identify structural and phenomenological aspects of Indian social system.								
CO3	Analyze the light of prominent theoretical and empirical observations								
CO4	Ability to think creatively, solve complex problems, develop complex thinking, and communicate efficiently								
CO5	Ability to comprehend and respect diverse cultures.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Conceptualizing Indian society: The scale and magnitude of diversity in religious beliefs and rituals, race, ethnicity, caste, and linguistic diversity; The census, district gazetteers and the imperial gazetteer as instruments of colonial policy; The representation of Indian society as fragmentary and static in colonial ethnography	9	Students will learn about the various elements of Indian society and the different elements used during the colonial period					1,2	
II	Schools of thoughts in Indian sociology: Bombay School, Lucknow School and Calcutta School of thoughts, Trends of change, processes of change;	9	Students will be able to learn about some specific characteristics of Indian society as well					1,2	

	Sanskritization, Westernization and Modernization in Indian society; Little and Great traditions; Universalization and Parochialization		as the different schools of thought existed in India	
III	Theoretical perspectives I: Indological /Textual: G.S.Ghurye, Louis Dumont Structural- functionalism: M.N. Srinivas, Marxism - A. R. Desai	9	Students will be able to learn the different school of perspective or thought considered of utmost importance in sociology	1,2
IV	Theoretical perspectives II: Subaltern Perspective: B.R. Ambedkar, David Hardiman Stratification perspective: Andre Beteille Cultural perspective: Yogendra Singh	9	The students will be able to identify the different perspective of defining Indian society	1,2
V	Current debates: contextualization, indigenization, the use of native categories in the analysis of Indian society, text and context, sociology for India.	9	It will enable the students to relate and understand the present and occurring changes in society	1,2

TEXT BOOKS:

1. Dhawan, Nitish (2008) Indian Society: Perspectives and Issues. OakBridge Publishing

REFERENCE BOOKS:

1. Jha, Hetukar (2002) Perspectives on India Society and History. Manohar Publishers and Distributors

2. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education

3. Rijesh, S, Senthil, M. (2019) (3rd edition). Indian Society. Pearson Education

OTHER LEARNING RESOURCES:

<https://egyankosh.ac.in/bitstream/123456789/7391/1/Unit-1.pdf>

<https://egyankosh.ac.in/handle/123456789/54482?mode=full>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Outline the understanding of Indian social structure.	1,3 & 4
2	Identify structural and phenomenological aspects of Indian social system.	1,2,4
3	Analyze the light of prominent theoretical and empirical observations	1,4,5,9
4	Ability to think creatively, solve complex problems, develop complex thinking, and communicate efficiently	3,4,5,7
5	Ability to comprehend and respect diverse cultures.	4,7,8

SEMESTER – III									
Course Title	Political Sociology								
Course code	22MASO202R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	<p>1.The endeavor in this course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns.</p> <p>2.The course is an intensive introduction to the theoretical debates that equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems.</p> <p>3.Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective is of significance.</p>								
CO1	Ability to understand various approaches to study political sociology as well as the very essence of the subject matter								
CO2	Demonstrate the role of political parties and pressure groups.								
CO3	Identify the role of factors such as caste, religion, region, language, and other elements in Indian politics								

CO4	Asses the relationship between political parties, pressure groups and society			
CO5	Enhance the role of various other factors in political process			
Unit-No.	Content	Contact Hour	Learning Outcome	KL
I	INTRODUCTION: Meaning, Emergence of Political Sociology, Nature and Scope of Political Sociology, Approaches to the study of Political Sociology: Behaviouralism, Structuralism, System Approach, and Marxism, Democratic and totalitarian systems – socio-economic conditions conducive for their emergence and stability	9	Student will understand about the nature and beginning of political sociology as a sub- discipline of sociology	1,2
II	State: State and Civil Society, Perspectives on State: Marxist, Weberian, Feminist, Different forms of government- Democracy, Monarchy, Oligarchy, Aristocracy, Totalitarian, Dictorial, Republican- a brief outline, Bureaucracy	9	Students will learn about the different forms of government and prespectives present in society	1,2
III	Bureaucracy, Political culture and Political Socialization- Bureaucracy, its characteristics, its types, its significance in political development with special reference to India, Political culture: meaning and significance, Political socialization – meaning, significance and agencies	9	Students will learn about the power distribution in society and politics and power is related	1,2
IV	Political Parties and Pressure groups- Characteristics and social composition of political parties, recruitment, mass participation, political apathy, its causes and consequences, Pressure groups and interests groups – Nature, bases, political significance	9	Students will be able to understand the relationship between political parties, pressure groups and society	1,2
V	Political Process in India: Role of caste, Religion, Regionalism and language in Indian Politics, Public opinion and Role of mass media, Role of bureaucracy in	9	Students will learn the role of various other factors in political process	1,2

	development, Politicization of social life			
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TEXT BOOKS:

1. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education
2. Gellner, Ernest (1983). Nations and Nationalism. Cornell University Press

REFERENCE BOOKS:

1. Rao, Shankar, C.N. (2015) (New edition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication
2. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education
3. Bottomore, Tom. (1993) (Second Edition). Political Sociology. Pluto Press

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Ability to understand various approaches to study political sociology as well as the very essence of the subject matter	1,3 & 4
2	Demonstrate the role of political parties and pressure groups.	1,6
3	Identify the role of factors such as caste, religion, region, language, and other elements in Indian politics	4,8,9
4	Asses the relationship between political parties, pressure groups and society	5,7
5	Enhance the role of various other factors in political process	5,8,9

SEMESTER – III									
Course Title	History and Development of Ethnographic Studies								
Course code	Total credits: 3	L	T	P	S	R	O/F	C	
		Total hours: 45	3	0	0	0	0	0	3

	22MASO203R							
Pre-requisite	Nil	Co-requisite	Nil					
Programme	Master in Sociology							
Semester	Fall/ I semester of first year of the programme							
Course Objectives (Minimum 3)	<p>Students will be aware regarding the use of ethnographic methods in research studies.</p> <p>Students will learn about the various cultural practices through studies.</p> <p>3.It is expected that students will develop their ideas for providing solution to the problems.</p>							
CO1	Understand the concept of Ethnography as a qualitative research method							
CO2	Identify the various cultural practices through studies.							
CO3	Create awareness about the sensitivities of people in dealing with social issues.							
CO4	Evaluate the ways of data collection as well as the ways of data verification.							
CO5	Ability to reflect problems solving measure while writing the ethnographic report							
Unit-No.	Content	Contact Hour	Learning Outcome	KL				
I	<p>Introduction:</p> <p>1. Meaning and Concept of Ethnology and Ethnography;</p> <p>2. Difference between Ethnology and Ethnography</p> <p>3. Contribution of Malinowski and Boas.</p>	9	Students will very well understand the essence of the topic ethnography and their introduction to some major contributors in the field.	1,2				
II	<p>Culture:</p> <p>1.Cultural relativism, ethnocentrism, etic and emic perspectives;</p> <p>2. Concept of participant enquiry;</p> <p>3. Ethnography as a holistic documentation of culture</p>	9	Students shall know the relationship between culture and ethnography and its role in ethnographic study.	1,2				
III	<p>Research Design: Free flowing open ended; Group interview and key informant-interview Observation</p> <p>3. Participant and non- participant. Genealogy - technique and application; Social census - Construction of household-schedule; Variables involved.</p>	9	Student will understand research designs required for study. The techniques for study or data collection in field are looked at in detail.	1,2				

IV	Collection & Analysis of Ethnographic Data: 1.Academic, psychological and practical preparation for ethnographic fieldwork; 1. Techniques of rapport establishment; Identification of representative categories of informants; 2. Recording of data journal, diary and logbook; Organization and contextual interpretation of data.	9	The students will understand the ways of data collection as well as the ways of data verification.	1,2
V	Ethnographic report: 1.Developing outline for a scientific report 2.Summarizing the survey results for sub-groups on demographic data 3.Summarizing the survey results for the whole group 4. Providing an answer to the research problem.	9	Here, it is expected that the students will develop ideas for providing solutions to problems while writing the ethnographic report.	1,2

TEXT BOOKS:

- 1.C. Frankfort- Nachmias&Nachmias, D 1996 ‘Research Methods in Social Sciences’, Arnold, London.
2. Danda, Ajit 1992 ‘Research Methodology in Anthropology’, Inter-India, New Delhi.
3. Pelto, P.S. & Pelto, G.H. 1979 ‘Anthropological Research’, Cambridge University Press, London.
4. Fetterman David 1989 ‘Ethnography Step by Step’, Sage Publication.
5. Hammersley, M. 1983 ‘Ethnography Principles in Practice’, Tavistock Publications.

REFERENCE BOOKS:

1. Royal Anthropological Instt.of G. Britain& Ireland 1967 ‘Notes and Queries in Anthropology’, Routledge and Kegan Paul Ltd. London.
2. Ember CR, Ember M. 2009 ‘Cross-cultural Research Methods’, Altamira Press, USA.
3. Bernard HR. 2006 ‘Research Methods in Anthropology’, Altamira Press, USA.
4. Handwecker WP. 2001 ‘Quick Ethnography’, Altamira Press, USA.

OTHER LEARNING RESOURCES:

https://www.youtube.com/watch?v=_N2EmHgczIg.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the concept of Ethnography as a qualitative research method	1,2,3 & 4
2	Identify the various cultural practices through studies.	1,2,7
3	Create awareness about the sensitivities of people in dealing with social issues.	3,4,5&7
4	Evaluate the ways of data collection as well as the ways of data verification.	5,9
5	Ability to reflect problems solving measure while writing the ethnographic report	3,4,7

SEMESTER – III									
Course Title	TECHNO PROFESSIONAL SKILL-II								
Course code	22MASO215R	Total credits: 2 Total hours: 30	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	0
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	2. Read research articles accurately, being able to abstract their essential ideas and understand their implications. 2. Write concisely and objectively using APA format. 3. to improve students' scientific writing skills and presentation skills.								
CO1	Apply the theoretical knowledge in reading and summarizing complex ideas.								
CO2	Identify the ways in recognizing and describe problems operationally to study them empirically.								

CO3	Demonstrate the knowledge of quantitative and qualitative research
CO4	Analyze the ways in constructing arguments clearly and concisely using evidence-based concepts and theories in sociology
CO5	Use of grammar appropriate to professional standards and conventions

TEXTBOOKS:

4. Beins, B. C., & Beins, A. M. (2020). Effective writing in psychology: Papers, posters, and presentations (3rd ed.).
5. John Wiley & Sons. American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.
6. Association (7th ed.). Washington, DC: American Psychological Association.

REFERENCE BOOKS:

1. Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide, New York: Taylor and Francis.

OTHER LEARNING RESOURCES:

1. <https://www.bing.com/videos/search?q=Academic+writing+you+tube+research&docid=603532644149918944&mid=47AEF928A9C355FD1D9747AEF928A9C355FD1D97&view=detail&FORM=VIRE>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply the theoretical knowledge in reading and summarizing complex ideas.	1,2,3 & 4
2	Identify the ways in recognizing and describe problems operationally to study them empirically.	1,3,7
3	Demonstrate the knowledge of quantitative and qualitative research	3,8,9

4	Analyze the ways in constructing arguments clearly and concisely using evidence-based concepts and theories in sociology	3,5,8
5	Use of grammar appropriate to professional standards and conventions	2,7,9

SEMESTER – III									
Course Title	MOOCS CE III								
Course code	22MACE211R	Total credits: 2 Total hours: 30	L	T	P	S	R	O/F	C
			2	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	4. Understand key concepts and theories through course materials and practical examples. 5. Analyze information critically and develop evidence-based solutions. 6. Improve communication skills through writing, presentations, and feedback.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.								

TEXT BOOKS:

REFERENCE BOOKS:

OTHER LEARNING RESOURCES:

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	1,3 & 4
2	Develop skills to analyze information critically and propose effective solutions.	1,2,3
3	Improve ability to communicate ideas clearly, both in writing and speaking.	5,6,8,9

4	Apply knowledge and skills learned in the course to real-world situations effectively.	5,7
5	Enhance collaborative and teamwork abilities by engaging in group projects and discussions, fostering a cooperative learning environment.	3,7,8,9

SEMESTER – III									
Course Title	MINI-RESEARCH (Survey/Experiment R3)								
Course code	22MSOR121R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	0	0	0	4	8	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1.To learn to review and assess scientific literature critically. 2.To write and present an overview of the relevant literature for a specific research topic. 3. To conduct a systematic literature review								
CO1	Apply knowledge and techniques of scholarly writing chronologically								
CO2	Identify the knowledge of referencing.								
CO3	Analyse ethical issues on research and report writing								
CO4	understand the topic with the help of various journals								
CO5	Ability to have a in-depth knowledge about a topic								

TEXT BOOKS:

1.Fink, A. (2019). Conducting research literature reviews: From the internet to paper. Sage publications.

REFERENCE BOOKS:

- Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.
- Cooper, H. (1998). Cooper, Harris, *Synthesizing Research: A Guide for Literature Reviews*, Thousand Oaks, CA: Sage, 1998.
- Hart, C. (2018). *Doing a literature review: Releasing the research imagination*.
- Winckel, A., & Hart, B. (1995). *Report writing style guide for engineering students*. University of South Australia, Faculty of Engineering.

OTHER LEARNING RESOURCES:

2. Laura Aaron (2008). Writing a literature review article. Radiologic Technology 80(2):185-6

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply knowledge and techniques of scholarly writing chronologically	1,2,3,4
2	Identify the knowledge of referencing.	3,7,9
3	Analyse ethical issues on research and report writing	3,6,8,9
4	understand the topic with the help of various journals	5,7
5	Ability to have a in-depth knowledge about a topic	8,9

SEMESTER – IV									
Course Title	Internship								
Course code	22MASO221R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	0	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. Students are expected to understand the necessity to fieldwork in sociology 2. Students will learn how to work together in group, so that they can develop a feel of integrity within themselves 3. Students are expected to learn the application of different sociological theories in the field study.								
CO1	Learn to observe the social reality.								
CO2	Ability to apply the theoretical knowledge in the field setting.								
CO3	Develop the research skills.								
CO4	Develop among students, the sense of working together in a team.								
CO5	Acquire the skills of applications of theoretical knowledge to fields								

TEXT BOOKS:

1. C. Frankfort- Nachmias&Nachmias, D 1996 ‘Research Methods in Social Sciences’, Arnold, London.
2. Danda, Ajit 1992 ‘Research Methodology in Anthropology’, Inter-India, New Delhi.

REFERENCE BOOKS:

1. Pelto, P.S. & Pelto, G.H. 1979 ‘Anthropological Research’, Cambridge University Press, London.
2. Fetterman David 1989 ‘Ethnography Step by Step’, Sage Publication.
3. Hammersley, M. 1983 ‘Ethnography Principles in Practice’, Tavistock Publications.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn to observe the social reality.	2, 3 & 4
2	Ability to apply the theoretical knowledge in the field setting.	2,5,6
3	Develop the research skills.	3,5
4	Develop among students, the sense of working together in a team.	6,7
5	Acquire the skills of applications of theoretical knowledge to fields	1,2,3,9

SEMESTER – IV									
Course Title	Research (Data analysis/documentation n-R4)								
Course code	22MSOR221R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			0	0	0	12	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. To understand the concept and meaning of data. 2. To familiarise forthcoming researchers with different typologies of data. 3. To identify different approaches to data analysis 4. To explore the different methods of data analysis. 								
CO1	Understanding the concepts and the meaning of data.								

CO2	Develop knowledge on different typologies of data.
CO3	Understand different data analysis approaches.
CO4	Understand deferent methods of data analysis.
CO5	Understand data types and apply analysis methods effectively.

TEXT BOOKS:

1. Bergin, Tiffany (2018). An Introdcution to Data Analysis: Quantitative, Qualitative and Mixed Methodology. New York Criminal Justice Agency: Sage Publications Ltd.

REFERENCE BOOKS:

1. Iusuf, Dewi Indriani and Sarwono, Jonathan. Research Data Analysis and Its Interpretation. Independently Published.

OTHER LEARNING RESOURCES:

1. What is data analysis? Accessed in <https://www.youtube.com/watch?v=PFhFdziYeB4>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understanding the concepts and the meaning of data.	3 & 4
2	Develop knowledge on different typologies of data.	2, 3
3	Understand different data analysis approaches.	3,4
4	Understand deferent methods of data analysis.	5,7
5	Understand data types and apply analysis methods effectively.	5,9

SEMESTER – IV									
Course Title	Urban Sociology								
Course code	22MASO222R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	4	0	0	0	0	0	0

Pre-requisite	Nil	Co-requisite	Nil					
Programme	Master in Sociology							
Semester	Fall/ I semester of first year of the programme							
Course Objectives (Minimum 3)	1.To understand the phenomenon of urban life and the idea of urbanism. 2. To learn about urban processes such as development, displacement and urban slums. 3. The students understand the concepts of Urban society and its dynamics.							
CO1	Demonstrate the phenomenon of urban life and the idea of urbanism.							
CO2	Identify urban processes such as development and displacement.							
CO3	Analyse the urban issues and urban governance.							
CO4	Critically assesses the urban issues of India							
CO5	Develop the capability to identify and emphasize diverse governance patterns within urban society.							
Unit-No.	Content	Contact Hour	Learning Outcome	KL				
I	Introducing to Urban Sociology: 1. Origin and development of urban societies. 2. Some basic concepts: Urbanization, Rural - Urban Continuum, Urbanism. 3. Urban Ecology.	9	Students will be introduced to the basic terms and concepts of Urban Sociology	1,2				
II	Theories of Urban Sociology 1. Classical theories of cities. 2. The Chicago School: Robert Park and Burgess. 3. New Urban Sociology: David Harvey, Manuel Castells.	9	Students will learn about the growth of cities.	1,2				
III	Urban Social Structure: 1. Cities in developing world 2. Urban inequalities. 3. Urban housing.	9	Students will understand the process of urbanization and its consequences.	1,2				
IV	Urban Issues in India: 1. Urban poverty. 2. Migration. 3. Urban environmental concerns.	9	Students will understand the urban issues of India.	1,2				

V	Urban Governance: 1. Agencies of Urban planning in India.	9	Students will learn about various governance patterns in Urban society.	1,2
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TEXT BOOKS:

1. Mumford, L. (2009). The City in History: Its Origins, its Transformations, and its Prospects. San Diego, Calif: Harcourt.
2. Rao. (1990). Urban Sociology In India, Orient Blackswan Private Limited - New Delhi.
3. Simmel, Georg. (1903). Metropolis and the Mental Life in Gary Bridge and Sophie Watson, eds. The Blackwell City Reader. Oxford and Malden, MA: Wiley-Blackwell

REFERENCE BOOKS:

1. Wirth, Louis. (1938). Urbanism as a way of Life in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 1-24
2. Weber, Max. (1978). The City. The Free Press: New York.
3. Simmel, Georg. (1903). “Metropolis and the Mental Life” in Gary Bridge and Sophie Watson, eds. The Blackwell City Reader. Oxford and Malden, MA: Wiley-Blackwell, 2002.

OTHER LEARNING RESOURCES:

- 1 <https://journals.sagepub.com/home/ctya>
- 2 <https://journals.sagepub.com/home/usj>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the phenomenon of urban life and the idea of urbanism.	1,3 & 7
2	Identify urban processes such as development and	1,2

	displacement.	
3	Analyse the urban issues and urban governance.	2,5,7
4	Critically asses the urban issues of India	5,7
5	Develop the capability to identify and emphasize diverse governance patterns within urban society.	5,8

SEMESTER – IV									
Course Title	Rural Sociology								
Course code	22MASO223R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Master in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. Enabling the students about the conceptual framework of rural society. 2. The students are enlightened about the rural social, Economic and Political structure. 3. The students are enlightened about the governmental initiatives in the rural areas.								
CO1	Demonstrate the conceptual framework of rural society.								
CO2	Identify the rural social, economic and political structure.								
CO3	Analyze the governmental initiatives in rural areas.								
CO4	Apply rural sociology to improve rural economy.								
CO5	Identify the various rural developmental concerns								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Rural Sociology: 1. Origin and growth. 2. Little community. 3. Village studies.	9	Students will be introduced to the basic terms, concepts and origin of Rural Sociology.					1,2	
II	Theories of Rural Sociology: 1. Marx on Peasantry. 2. Post Marxian theories: Daniel Thorner, T. Shanin	9	Students will learn about different theories of Rural Sociology.					1,2	
III	Rural Structure: 1. Changing Rural family. 2. Caste.	9	Students will understand the changing structure of					1,2	

	3. Caste- Class nexus.		rural areas.	
IV	Rural Economy: 1. Agrarian Classes: landlords, peasants, tenant and labourers. 2. Changing rural power structure.	9	Students will understand the rural economy.	1,2
V	Rural development: 1. Land reforms. 2. Green revolution. 3. Rural Poverty.	9	Students will learn about the various rural developmental concerns.	1,2

TEXT BOOKS:

1. Beteille, A. (1974), Studies in Agrarian Social Structure, Delhi: Oxford University Press.
2. Desai, A.R. (1969). Rural Sociology in India, Bombay: Popular Prakashan.
3. Dube, S.C. (1955), Indian Village, London: Routledge and Kegan Paul. 1

REFERENCE BOOKS:

1. Doshi, S.L. and P.C.Jain. (1999). Rural Sociology, Jaipur: Rawat Publication
2. Madan, Vandana. (2004). The Village in India. New Delhi: OUP.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the conceptual framework of rural society.	1,3,6 & 4
2	Identify the rural social, economic and political structure.	1,2,3,9
3	Analyze the governmental initiatives in rural areas.	5,6
4	Apply rural sociology to improve rural economy.	5,6,7
5	Identify the various rural developmental concerns	5,7,9

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
22MASO111R	Principles of Sociology									
22MASO112R	Theoretical Perspectives in Sociology - I									
22MASO113R	Family, Marriage and Kinship									
22MASO114R	Social Stratification									
22MSOR111R	Mini Research (Review of literature- R1)									
22MACE111R	MOOCS CE I									
22UMFS111R	Fundamentals of Statistics									
22MASO121R	Gender and Sexuality									
22MASO122R	Theoretical Perspectives in Sociology- II									
22MASO123R	Sociology of Health and Medicine									
22MASO124R	Ethnography									
22MASO125R	Techno-Professional Skill I									
22MSOR121R	Mini Research (Research gap analysis- R2)									
22MACE121R	MOOCS CE II									
22UUHV101R	Universal Human Value (UHV) + Professional Ethics									
22UMRM121R	Research Methodology and Statistical Analysis									
22MASO215R	Techno-Professional Skill II									
22MACE211R	MOOCS CE III									
22UMRE214R	Research Ethics									

22MSOR211R	Mini Research (Survey/experiments- R3)									
22MASO201R	Perspectives on Indian Society									
22MASO202R	Political Sociology									
22MASO203R	History and Development of Ethnographic Studies									
22MASO204R	Sociology of India									
22MASO205R	Sociology of Development									
22MASO206R	Sociology of Religion									
22MASO221R 22MSOR221R	Internship Research (Data analysis/documentatio n-R4)									
22MASO222R	Urban Sociology									
22MASO223R	Rural Sociology									



Assam down town University

Curriculum and Syllabus

Bachelor of Arts in Sociology



OUTCOME BASED EDUCATION FRAMEWORK
CHOICE BASED CREDIT SYSTEM
Version: 2.0

**FACULTY OF HUMANITIES &
SOCIAL SCIENCES**

July, 2022

Preamble

Assam down town University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guidebook for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the 5th Board of Studies (BoS) meeting of the Faculty of Humanities and Social Sciences held on dated 07/06/2022 and approved by the Emergent Academic Council (AC) meeting held on dated 30/07/2022



*Chairperson
Board of Studies*



*Member Secretary
Academic Council*



Programme Details

Programme Overview (not more than 80 words)

The Bachelor in Sociology is a 3-year undergraduate program that offers a comprehensive study of social structures, cultural dynamics, and societal changes. It includes teaching and examination schemes, focusing on key concepts such as social stratification, culture, social change, and research methodology. Courses cover topics like urban sociology, political sociology, and social problems, addressing themes such as power, authority, democracy, social movements, caste, gender, and class. The program references various essential textbooks and reports, equipping students with a deep understanding of societal issues and preparing them for careers in research, education, public policy, and social services.

I. Specific Features of the Curriculum

The curriculum provides skill enhancement and value-added courses along with the core papers.

II. **Eligibility Criteria:** Minimum 45% in 8+2 with 5% relaxation for SC/ST, EWS, and Especially abled candidates.

III. Program Educational Objectives (PEOs):

PEO 1: Sociology graduates will understand and analyze social phenomena by evaluating and synthesizing theoretical and empirical information, fostering critical thinking and problem-solving skills.

PEO 2: Graduates will apply sociological knowledge to address and advocate for solutions to social justice issues, employing field-based research and community engagement.

PEO 3: Graduates will develop and implement strategies to enhance the quality of life for diverse populations, focusing on reducing social inequalities and promoting social welfare.

PEO 4: Graduates will critically examine and interpret the complexities of societal structures and cultural dynamics, contributing to informed social policies and programs.

PEO 5: Graduates will utilize interdisciplinary approaches to address global and local social problems, integrating knowledge from sociology, political science, economics, and environmental studies.

IV. Program Specific Outcomes (PSOs):

PSO1: Analytical and Research Skills: Develop and apply advanced analytical and research skills to investigate and address complex social issues, using qualitative and quantitative methods.

PSO2: Interdisciplinary Integration: Utilize an interdisciplinary approach to synthesize knowledge from sociology, anthropology, political science, and economics to comprehensively address societal challenges.

PSO3: Cultural and Ethical Awareness: Demonstrate cultural sensitivity and ethical awareness in understanding and addressing social problems, ensuring respect for diversity and inclusion in all sociological endeavours.

PSO4: Practical Application and Community Engagement: Implement sociological theories and methods in real-world settings through community engagement, internships, and fieldwork, promoting social change and community development.

PSO5: Global Perspective and Adaptability: Acquire a global perspective on social issues, enabling the ability to adapt sociological knowledge and practices to diverse cultural and international contexts, enhancing global competency.

Program Outcome:

PO1: Sociological Knowledge: Apply sociological concepts, principles, theories and models, cultural aspects and psychological concepts to understand society and social issues.

PO2: Problems Analysis: Identify, formulate, review the literature and analyse complex socio-cultural problems reaching substantiated conclusion.

PO3: Interdisciplinary Approach: Apply interdisciplinary approach for a better understanding of society to analyse societal issues.

PO4: Critical Thinking: Compare and critically analyse arguments to draw a logical conclusion about a specific social issue and demonstrate research abilities.

PO5: Ethics and Values: Demonstrate academic integrity, universal values and ethics in profession.

PO6: Individual and Teamwork: Function effectively as an individual and as a member or leader in pluralistic society.

PO7. Communication: Communicate effectively with the community, write Scientific reports and make presentations.

PO8. Social and Environment Responsibility: An informed awareness of socio-environmental issues; engage in the initiatives that ensure equity and sustainable growth.

PO9. Life-long learning: Ability to engaged in independent and lifelong learning in the broadest context of social and technological advancement.

Total Credits to be Earned: 110

V. Career Prospects:

Graduates with a Bachelor in Sociology have excellent career prospects in research, public policy, social services, education, and community development. They can become social researchers, policy analysts, community outreach coordinators, social workers, or educators, contributing to the understanding and resolution of social issues, the development of effective policies, and the improvement of societal well-being.

EVALUATION METHODS

The student performance shall be evaluated through In-semester (Sessional) and semester-end examinations. A weightage of 40% or as prescribed by the programme shall be added to the score of the end-semester examination.

1. INTERNAL ASSESSMENT:

The teacher who offers the course shall be responsible for internal assessment by conducting in-semester (sessional) examination and evaluating the performance of the students pursuing that course. The components for internal assessment are illustrated in the table given below.

SN	Components/ Examinations	Marks Allotted
1.	In-Sem Exam – I (ISE-I) (Written Examination) *	30
2.	In-Sem Exam – II (ISE-II) (Written Examination) *	30
3.	Assignment	8
4.	Presentation (SP)	8
5.	Quiz	5
6.	Class Performance based score*	5

**are compulsory*

Note: Total Internal assessment should be out of 40

INSTRUCTION

1. If a student fails to appear in the any of the component without any valid reason, he/she shall be marked zero in that component. However, the course teacher at his discretion may arrange for the missed test on an alternate date for the absentee students after determining ground with genuine/valid reasons for the absent.
2. The report of evaluation of an activity towards the in-semester (sessional) component of a course shall be duly notified by the concerned course teacher within a week of completion.

3. The program coordinators should upload the in-semester marks to the ERP and forward acknowledgement of all the courses of the program to the Controller of Examinations before the start of the End-semester examination.

2. SEMESTER END EXAMINATION:

Time table for end semester examination is published at least 25 days prior to the start of Examination.

I. Pre-Examination:

Eligibility Criteria for a student to appear in University Examinations:

The student shall only be allowed to appear in a University Examination, if:

- i) He/ She is a registered student of the University;
- ii) He/ She is of good conduct and character;
- iii) He/ She has completed the prescribed Programme of study with minimum percentage of attendance as laid down in the Regulations of the Programme concerned.

Under special cases, a student may be allowed to appear for an examination without being registered in the University but the result of the said student will be kept on hold till the registration of the concerned student is completed.

II. Admit Card:

Admit card for the examination may be downloaded through ERP where the system will generate a Unique ID Cards through online.

The University shall have the right to cancel admission for examination of any candidate on valid grounds.

III. Pattern of Question Papers:

The question paper shall follow the principles of Bloom's Taxonomy.

Table

S. N.	Level	Questions /verbs for test
1	Remember	List, Define, tell, describe, recite, recall, identify, show who, when, where, etc.
2	Understand	Describe, explain, contrast, summarize, differentiate, discuss, etc.
3	Apply	Predict, apply, solve, illustrate, determine, examine, modify
4	Analyze	Classify, outline, categorize, analyze, diagrams, illustrate,

		infer, etc.
5	Evaluate	Assess, summarize, choose, evaluate, recommend, justify, compare etc.
6	Create	Design, Formulate, Modify, Develop, integrate, etc.

Note: No course is to be evaluated on basis of **all 6 knowledge levels**.

The format of the question paper across all the program follows a unique pattern and the total marks is 60

Table 1: Question paper pattern for End semester examination

Sl no	Question pattern	Total marks
1	MCQs (8 Questions)	8
2	2 Marks questions (8 Questions)	20
3	4 Marks questions (5 Questions)	20
4	8 Marks questions (1 Question)	8

IV. Examination Duration:

Each paper of 60 marks shall ordinarily be of two hours duration.

V. Practical Examinations, Viva-Voce etc.:

- i) Practical examination shall be conducted in the presence of one external expert and one or more internal examiners.
- ii) Viva-Voce, Oral examinations of the Project report, Dissertation etc. shall be undertaken by a Board of Examiners constituted by the respective Dean of Program with the advice of Supervisor(s).

VI. Procedure of Expulsion:

If any candidate is found to be using any unfair-means during the examination, the invigilator may cease his/her answer sheet and report it directly to the Officer-in-Charge. The Office-in-Charge of the center may take appropriate decisions as per the rules and procedure of the examination. The Officer-in-Charge may allow the students to write the exam with new answer sheet or may expel the student from appearing the paper depending on the nature of unfair-means. In case of Computer based test, the students may be directed to write an apology letter and sign in the prescribe expulsion form. The student may not be allowed to write that examination.

VII. Instruction to the Students:

- (i) The students shall not bring to the Examination Hall, any electronic gadget used as a means of communication or record except electronic calculator, if required.
- (ii) The students shall not receive any book or printed or hand written or photo copy (Xerox) or KLink-paper from any other person while he/she is in the examination-room or in laboratory or in any other place to which he/she is allowed to have access during course of examination.
- (iii) The students shall not communicate with any other candidate in the examination room or with any other person in and outside the examination-room.
- (iv) The students shall not see, read or copy anything written by any other candidate, nor shall he/she knowingly or negligently permit any other candidate to see, read or copy anything written by him/her or conveyed by him/her.
- (v) The students shall not write anything on the Question Paper or in other paper or materials during the examination, or pass any kind of paper to any other candidate in the examination-room, or to any person outside the room.
- (vi) The students shall not disclose his/her identity to the examiner by writing his/her name or putting any sign / symbol in any part of his answer-script.
- (vii) The students shall not use any abusive language or write any objectionable remark or make any appeal to examiner by writing in any part of his answer-script.
- (viii) The students shall not detach any page from the answer-script or insert any authorized or unauthorized loose sheet into it. He /she shall also not insert any other answer-script / loose sheet by removing the pins of the origin answer-scripts and re-fixing it.
- (ix) The students shall not resort to any disorderly conduct inside the examination-room or misbehave with the invigilator or any other examination official.

VIII. Provision for an Amanuensis (writer):

- (i) A candidate may be provided with an Amanuensis (writer) to write down on dictation on his / her behalf on ground of his / her physical disability to write down by himself / herself due to accident or any other reason. The amanuensis may be provided till he / she recovers from the physical disability. The physical disability to write down by himself / herself must be supported by Medical Certificate from a competent Medical Officer.
- (ii) The qualifications of the amanuensis so provided must not be equal or higher than that of the candidate. This is also to be supported by Certificate from the Faculty of Study where the Amanuensis is provided.
- (iii) Such candidates are to be accommodated in a separate room under the supervision of an invigilator so that the fellow candidates are not disturbed in the process.

3. Credit Point:

It is the product of grade point and number of credits for a course, thus, $CP = GP \times CR$

i. Credit:

A unit by which the course work is measured. It determines the number of hours of instructions required per week. 'Credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully.

ii. Grade Point:

Grade Point is a numerical weight allotted to each Grade Letter on a 8-point scale.

iii. Letter Grade:

Letter Grade is an index of the performance of students in a said paper of a particular course. Grades are denoted by letters O, A+, A, B+, B, C, P, F and Abs. Student obtaining Grade F / Grade Abs shall be considered failed/ absent and, will be required to appear in the subsequent ESE. The UGC recommends a 8-point grading system with the following (TaKLe: 1) Letter Grades:

- (i) A Letter Grade shall signify the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point shall indicate the numerical weight of the Letter Grade on an 8-point scale.
- (ii) There shall be 08 (eight) Letter Grades bearing specific Grade Points as listed in TaKLe 1, where the Letter Grades ‘O’ to ‘P’ shall indicate successful completion of a course.
- (iii) Apart from the 08 (eight) regular Letter Grades listed in TaKLe 1, there shall be 03 (three) additional Letter Grades, which shall be awarded if a Course is withdrawn or spanned over the next Semester or remains incomplete as stated in TaKLe 2.

Table 2: Letter Grades and Grade Points

Letter Grade	Grade Points	Description
O	8	Outstanding
A+	8	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C	5	Average
P	4	Pass
F	0	Fail
Abs	0	Absent
UFM	0	Unfair Means

iv. Grade Point Average:

a. SGPA (Semester Grade Point Average)

The SGPA of a student in a Semester shall be the weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered in that Semester, irrespective of whether he/she could or could not complete the Courses. More specifically, the calculation of SGPA shall take into account the Courses graded with Letter Grades ‘O’ to ‘F’ as given in TaKLe 1.

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} \quad (1.1)$$

The SGPA of a student in a Semester shall be calculated on a 8-point scale using Equation (1.1) up to two decimal places, where n is the total number of Credit Courses registered by the student in that Semester, G_i is the Grade Point secured in the i^{th} registered Course and C_i is the Credit (weight) of that Course.

b. CGPA (Cumulative Grade Point Average)

- (i) The CGPA of a student in a Semester of a Programme shall be the accumulated weighted average of the Grade Points secured by the student in all the Credit Courses (both Core and Elective Courses) he/she registered and successfully completed so far starting from the enrollment in the Programme. In other words, taking into account all the Courses graded with ‘O’ to ‘P’ as given in TaKLe 1.1, generally the CGPA of a student shall be calculated starting from the first Semester of his/her enrolled Programme, while the CGPA of a lateral-entry student shall be calculated starting from the Semester of his/her enrollment.
- (ii) The CGPA of a student in a Semester shall be calculated on a 8-point scale using Equation (1.2) up to two decimal places, where N is the total number of Credit Courses registered and successfully completed so far by the student, G_i is the Grade Point secured in the i^{th} completed Course and C_i is the Credit (weight) of that Course.

$$CGPA = \frac{\sum_{i=1}^N C_i G_i}{\sum_{i=1}^N C_i} \quad (1.2)$$

- (iii) The CGPA shall be convertible into equivalent percentage of marks using Equation Conversion of CGPA to percentage marks: = CGPA*8

4. Post-Examination

i. Transcript or Grade Card or Certificate:

A marking certificate shall be issued to all the registered students after every Semester. The Semester mark sheet will display the course details (code, title, number of credits, grade secured) along with total credit earned in that Semester.

ii. Grievance Readdress Mechanism:

Students with any dissatisfaction or grievance regarding the marks awarded in any of the Papers / Courses may appeal to the Controller of Examinations for remedial action such as Re-evaluation within 8 days of the declaration of result.

- (i) A student has options to appeal for re-evaluation of his /her answer script to the Controller of Examination.
- (ii) Application for re-evaluation / re-scrutiny of answer scripts shall be made in the definite proforma available with the Examination Office through the head of the respective departments within 8 days of declaration of the results of the respective examinations.
- (iii) The Controller of Examination may appoint an examiner for re-evaluation and will consider and recognize the evaluation done by a university appointed examiner.
- (iv) There shall be no provision for re-evaluation of the Practical Papers, Project Work, and Dissertation etc. However, the students fail in practical examination or viva voce and wish to appear again may apply to be evaluated can do so with the next schedule.
- (v) After screening the application for re-evaluation, the CoE may send the answer scripts of the student to the examiners appointed by the CoE with the approval of Vice Chancellor.
- (vi) The marks/grades achieved by the students after the re-evaluation shall be final and binding.

- (vii) Fresh Marks – sheets / Grade Card shall be issued only if the candidate secures pass marks / passing grade in the re-evaluated paper.
- (viii) Revaluation of answer scripts shall be deemed to be an additional facility provided to the students with a view to improving upon their results at the preceding examination result for any reason whatsoever shall not confer any right upon them for admission to next higher class which matters always be regulated in accordance with the relevant rules or regulations framed by the University.
- (ix) If as a result of revaluation of the candidate attracts the provision of condonation of deficiency, the same may be applied to his/her only for fresh attempt.

INSTRUCTION TO TEACHERS AND STUDENTS

(Teaching and Learning Methods)

In all the courses the teacher has to select topics for teacher-method which should not be less than 20 percent. The approach will be direct classroom teaching through a series of lectures delivering concepts using ITC facilities, white or Blackboard. Notes may also be circulated to the students; however, the students are to be involved in the preparation of the notes. The teacher will be responsible for selecting the best note for circulation. The teacher-centric methodology has recently fallen out of favour because this strategy for teaching is seen to favour passive students.

1. Student- centric / Constructivist Approach:

The topics of the courses may be selected at the start of the class and assigned one topic to each of the students for studying by themselves, prepare presentations, notes, etc., and present at respective class time after consultation and discussion with the course teachers. The teacher facilitates the learning of the students by guiding and providing input and explaining concepts. 60 percent of the course contents may be selected for this purpose. To avoid behaviour problems, teachers must lay a lot of groundwork in student-centric classrooms. Typically, it involves instilling a sense of responsibility in students. In addition, students must learn internal motivation.

a. Project-Based Learning: The teacher may select 5 percent of topics for the purpose and may conduct visits to the laboratory for experiments or field surveys. The selection of the topic may be done considering the available facility for the purpose. However, in the final semester of each of the programme the student has to undergo project-based learning at least 4 months duration. This approach will help the student to think critically, evaluate, analyze, make decisions, collaborate, and more.

b. Inquiry-Based Learning: The teacher/ students are supposed to list at least five questions in each contact hour and student solve these question or search for answer which becomes the home work for the students “question-driven” learning approach. The teacher may look for the correctness of the solution or the best

possible answer and discuss in the successive class. This will help in the preparation for various competitive examination and develop a habit for search for solutions.

c. Flipped Classroom: About 8 percent of the course content has to be completed by this method. In this approach the students are asked to watch video or lecture prepared by the teacher or any video available (relevant to the course). A set of questions may be given to the students for searching answers by the students. The idea is that students should have more time in-classroom focusing on achieving these higher levels of thinking and learning. The Flipped classroom is also an acronym. The letters FLIP represent the four pillars included in this type of learning: Flexile environment, Learning culture shift, Intentional content, and Professional educator. As you can see, the second pillar refers to a culture shift from the traditional approach where students are more passive to an approach where students are active participants. As a result, this approach is also a student-centric teaching method.

d. Cooperative Learning: The remaining five percent has to be completed by cooperative learning approach. In this approach, the students are allotted problems. During library hours the students along with the teacher visit the library and search for probable solutions for the assigned problem. The same has to be done in groups so that the students discuss among themselves for the appropriate answers. Essentially, cooperative learning believes that social interactions can improve learning. In addition, the approach recreates real-world work situations in which collaboration and cooperation are required.

The percentage categorization for the completion of a theory course

Teacher-centric or Direct Classroom Teaching: Delivery by series of lectures	20%
Student-centric Approach, Students present and deliver lectures in the presence of teacher and supervised by teacher	60%
Students visit fields or perform experiments or teachers perform demonstration	5%
Flipped Classroom approach	8%

Cooperative learning approach

5%

Inquiry-based approach has to be followed in all of the classes

The teacher has to distribute the topics to be considered for teaching by the above-mentioned approaches and prepare a lesson plan for execution and maintain a file.

Curriculum Framework

Breakdown of Credits (for 2022-23 Syllabus)

Sl. No	Category	Total number of Credits
1	University Core(UC)	11
2	University Elective (UE)	11
3	Program Core(PC)	80
4	Program Elective (PE)	0
5	Faculty Elective (FE)	8
Total number of credit		110

Breakdown by categories of courses

Sl no	Category	Credits	%
1	Humanities and Social Sciences	99	90.0
1	Science	2	1.8
2	Computer Science	1	0.9
3	Commerce and Management	-	0
4	CLPPD	8	7.2
Total		110	100

	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			Total
					L	T	P	S	R	O	C	IA*	SEE*	PE*	
Semester I	1.	22BASO111R	Fundamentals of Sociology	PC	3	0	0	0	0	0	3	40	60	0	80
	2	22BASO112R	Social Change, Culture and Development	PC	4	0	0	0	0	0	4	40	60	0	80
	3	22BASO113R	Sociology of India	PC	3	0	0	0	0	0	3	40	60	0	80
	4	23BASO114R	Concept of Human Growth and Development	PC	2	0	0	0	0	0	2	40	60	0	80
	5	22UBEC111	Extra-Curricular	UC	0	0	0	4	0	0	1	-	-	-	-
	6	22UBPD113R	Introductory English	UE	0	0	4	0	0	0	2	-	-	-	-
	Total					14	0	4	4	0	0	15	-	-	-

	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			Total
					L	T	P	S	R	O	C	IA*	SEE*	PE*	
Semester II	1.	22BASO121R	Classical Sociological Thoughts	PC	4	0	0	0	0	0	4	40	60	0	80
	2	22BASO122R	Sociology of Kinship	PC	4	0	0	0	0	0	4	40	60	0	80
	3	22BASO123R	Indian Society: Issues and Problems	PC	4	0	0	0	0	0	4	40	60	0	80
	4	22BASO124R	Fundamental processes of human behavior	PC	2	0	0	0	0	0	2	40	60	0	80
	5	22BASO125R	Techno-Professional Skill I	PC	0	0	2	0	0	0	1	0	0	80	80
	6	22BACE121R	MOOCS CE I	FE	0	0	4	0	0	0	2	0	80	0	80
	7	22UBCC121	Co-Curricular	UC	0	0	0	4	0	0	1	-	-	-	-
	8	22UBEC121	Extra-Curricular	UC	0	0	0	4	0	0	1	-	-	-	-
	8	22UBPD123R	Implicative English	UE	0	0	4	0	0	0	2	-	-	-	-
	8	22UUDL83R	Computational Systems and Digital World	UE	0	0	2	0	0	0	1	-	-	-	-
Total					14	0	12	8	0	0	22	-	-	-	-

	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester III	1.	22BASO211R	Contemporary Sociological Thoughts	PC	4	0	0	0	0	0	4	40	60	0	80
	2	22BASO212R	Political Sociology	PC	4	0	0	0	0	0	4	40	60	0	80
	3	22BASO213R	Introduction to Social Psychology	PC	2	0	0	0	0	0	2	40	60	0	80
	4	22BASO214R	GE- Social Problems of India	UE	2	0	0	0	0	0	2	40	60	0	80
	5	22BASO215R	Techno-Professional Skill II	PC	0	0	2	0	0	0	1	0	0	80	80
	6	22BACE211R	MOOCS CE II	FE	0	0	4	0	0	0	2	0	80	0	80
	7	22UBCC211	Co-Curricular	UC	0	0	0	4	0	0	1	-	-	-	-
	8	22UBEC211	Extra-Curricular	UC	0	0	0	4	0	0	1	-	-	-	-
	8	22UBES201R	Environmental Studies	UC	2	0	0	0	0	0	2	40	60	0	80
	8	22UBPD213R	Proficient Communication	UE	0	0	4	0	0	0	2	-	-	-	-
Total					14	0	8	8	0	0	21	-	-	-	-

	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			
					L	T	P	S	R	O	C	IA*	SEE*	PE*	Total
Semester IV	1.	22BASO221R	Sociology of Development	PC	3	0	0	0	0	0	3	40	60	0	80
	2	22BASO222R	Societies in North-East India	PC	3	0	0	0	0	0	3	40	60	0	80
	3	22BASO223R	Ethnography-Rural	PC	0	0	6	0	0	0	3	0	0	80	80
	4	22BASO224R	Techno-Professional Skills III	PC	0	0	2	0	0	0	1	0	0	80	80
	5	22BASO225R	GE- Social Problems of India	UE	2	0	0	0	0	0	2	40	60	0	80
	6	22BACE221R	MOOCS CE III	FE	0	0	4	0	0	0	2	0	80	0	80
	7	22UBCC221	Co-Curricular	UC	0	0	0	4	0	0	1	-	-	-	-
	8	22UBEC221	Extra-Curricular	UC	0	0	0	4	0	0	1	-	-	-	-
	8	22UUHV81R	Universal Human Values (UHV) + Professional Skill	UC	1	0	2	0	0	0	2	40	60	0	80
	8	22UBPD223R	Campus to Corporate	UE	0	0	4	0	0	0	2	-	-	-	-
Total					8	0	18	8	0	0	20	-	-	-	-

	S. No.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			Total
					L	T	P	S	R	O	C	IA*	SEE*	PE*	
Semester V	1.	22BASO311R	Science, Technology and Society	PC	4	0	0	0	0	0	4	40	60	-	80
	2	22BASO312R	Medical Sociology	PC	4	0	0	0	0	0	4	40	60	-	80
	3	22BASO313R	Ethnography-Urban	PC	0	0	6	0	0	0	3	-	-	80	80
	4	22BASO314R	Rural Sociology	DE	3	0	0	0	0	0	3	40	60	-	80
	5	22BASO315R	Crime and Society		-	-	-	-	-	-		-	-	-	-
	6	22BASO316R	Urban Sociology	DE	3	0	0	0	0	0	3	40	60	-	80
	7	22BASO317R	Industrial Sociology		-	-	-	-	-	-		-	-	-	-
	8	22BASO318R	Techno-Professional Skills IV	PC	0	0	2	0	0	0	1	0	0	80	80
	8	22BASO318R	Gender Sensitization	FC	2	0	2	0	0	0	3	40	60	-	80
	8	22BACE311R	MOOCS CE IV	FE	0	0	4	0	0	0	2	0	80	-	80
Total					16	0	14	0	0	0	23	-	-	-	-

	S. N.	Course Code	Course Title	Course Category	Engagement							Maximum Marks for			Total
					L	T	P	S	R	O	C	IA*	SEE*	PE*	
Semester VI	1.	22BASO321R	Sociology of Gender	PC	4	0	0	0	0	0	4	40	60	0	80
	2	22BASO322R	Sociology of Social Movements	PC	4	0	0	0	0	0	4	40	60	0	80
	3	22BASO323R	Globalization and Society	PC	4	0	0	0	0	0	4	40	60	0	80
	4	22BASO324R	Field Project	PC	0	0	0	12	0	0	3	0	0	80	80
	5	22BASO325R	Communication Skills	PC	2	0	2	0	0	0	3	40	60	0	80
	Total					14	0	2	12	0	0	18	160	240	80

SEMESTER – I									
Course Title	FUNDAMANTALS OF SOCIOLOGY								
Course code	22BASO111R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	Fall/ I semester of first year of the programme								
Course Objectives (Minimum 3)	1. To acquaint the students of Sociology with the discipline toward notions and concepts. 2. To introduce the conceptual knowledge of Sociology. 3. To familiarize the students with the scope and importance of Sociology								
CO1	Understand the Fundamental Concepts of Sociology								
CO2	Analyze the Interrelationship Between Sociology and Other Social Sciences								
CO3	Grasp Basic Sociological Concepts and Theories								
CO4	Understand Social Groups and Social Processes								
CO5	Comprehend the Dynamics of Social Institutions and Social Stratification								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	1. Sociology : Meaning, Nature, Scope, Origin and Development of Sociology 2. Importance of the study of Sociology 3. Relationship with other Social Sciences 4. Sociology and Common Sense.	9	Understand about different social sciences disciplines in relation with sociology.	1,2					
II	Basic Concepts 1. Society and Community 2. Social system - Meaning, Elements, Characteristics and Types; 3. Folkways, Mores, Norms, Value, Status, Role.	9	Students will learn major theories and concepts related to the societal values and norms.	1,2					
III	Social Groups and Social Processes 1. Meaning of social group 2. Types of social group; In-group and Out-group, Primary and Secondary group 3. Social processes 4. Co-operation, Accommodation, Assimilation, Conflict, Competition	9	This unit will provide a basic understanding of the relationship between the individuals and Society.	1,2					
IV	Family and Marriage	9	Students will	1,2					

	1. Meaning, Function and types of Family 2. Changes of family in India 3. Meaning and definition of marriage 4. Types and functions of Marriage		understand fundamental processes of social institutions in India.	
V	Social Stratification 1. Social Stratification 2. Definition and Types of social stratification 3. Caste and Class, 4. Social Mobility: Meaning and Types of social mobility.	9	This unit will help students to understand the sociological theories in General.	1,2

REFERENCE/ LEARNING MATERIALS

1. Gelles J. Richard, Ann Levine, 1885, Sociology- An Introduction, McGraw Hill Company
2. Rawat, H K, 208, Sociology: Basic concepts, Jaipur: Rawat Publications.
3. Radcliffe Brown,
4. A.R., 1876, Structure and Function in Primitive Society, Free Press
5. Ritzer, George, 1886, Classical Sociological Theory, New York: McGraw Hill.
6. Giddens, Anthony, 208, Sociology, 6th edition, Polity Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the Fundamental Concepts of Sociology	1,3, 4, 9
2	Analyze the Interrelationship Between Sociology and Other Social Sciences	1,2,3
3	Grasp Basic Sociological Concepts and Theories	1,4,7,8,
4	Understand Social Groups and Social Processes	5,4,7
5	Comprehend the Dynamics of Social Institutions and Social Stratification	5,6,8

SEMESTER – I									
Course Title	SOCIAL CHANGE, CULTURE AND DEVELOPMENT								
Course code	22BASO112R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	I								
Course Objectives (Minimum 3)	1. This paper aims to acquaint the students of Sociology regarding the concept of culture and social change 2. The syllabus intends to sensitize the students regarding the relevance of socialization and social control in our daily life 3. The syllabus is designed to identify the factors which are responsible for bringing social changes in the society								
CO1	Understand culture and socialization in shaping personality.								
CO2	Grasp the necessity and mechanisms of social control.								
CO3	Recognize unacceptable behaviours and their consequences.								
CO4	Analyze the impact of cultural and social norms on behaviour.								
CO5	Identify and evaluate forms of social control and their effectiveness.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Culture, Socialization and Social Control 1. Concept of Culture, Cultural lag 2. Concept of Socialization 3. Role of culture in the process of socialization 4. Concept of social Control, its needs and importance 5. Deviance and social order	12	learn about the concept of culture, socialization and social control	1,2					
II	Social Change 1. Concept of Social Change 2. Evolution and Revolution 3. Progress and Development 4. Traditional Views of Change and Development 5. Social and Cultural Factors of Development	12	Student will understand the concept of social change and how social change happens in the society	1,2					
III	Theories of Social Change 1. Evolutionary theory 2. Cyclical theory 3. Functionalist Theory 4. Conflict Theory	12	Students can examine how social change is happening through the application of theories of social change	1,2					
IV	Factors of Social Change 1. Demographic, technological and economic factor	12	Students will be familiar with the factors of social	1,2					

	2. Legislation as a Factor of Social Change 3. Planning as a Factor in Social Change 4. Education as a factor of Social Change 5. Ideology as a Factor of Social Change		change.	
V	Obstacles to Social Change 1.Cultural obstacles 2. Social obstacles 3. Political obstacles 4.Barriers to Economic Development 5. Problems of Rural Development	12	Students will critically analyse the obstacles that are coming in the way to social change.	1,2

REFERENCE/ LEARNING MATERIALS

1. Harlambos, M. (1888): Sociology: Themes and Perspective, New Delhi: Oxford University Press.
2. Rao, C.N. (2001). Sociology, Rawat Publications, Jaipur.
3. Sharma K.L. (2008) Indian Social Structure and Change Jaipur: Rawat Publications
4. Rao, C.N. (2001). Sociology, Rawat Publications, Jaipur.
5. Harlambos, M. (1888): Sociology: Themes and Perspective, New Delhi: Oxford University Press.

OTHER LEARNING RESOURCES:

1. <https://youtu.be/S258bwp0sJY>
2. <https://youtu.be/K-RvJQxqVQc>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the demographic structure of Indian society and factors responsible for unity in diversity.	1,3,4,7
2	Understand the concept of social change and how social change happens in the society	1,2,8
3	Recognize unacceptable behaviours and their consequences.	7,8
4	Analyze the impact of cultural and social norms on behaviour.	5,7,8
5	Identify and evaluate forms of social control and their effectiveness.	5,8,4

SEMESTER – I									
Course Title	SOCIOLOGY OF INDIA								
Course code	22BASO113R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite		Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	I								
Course Objectives (Minimum 3)	1. To enable the students to understand the unity and diversity of Indian society. 2. To make the students understand the key concepts, structures and institutions of Indian society. 3. To enable the students to understand the social and cultural process in the context of Indian society.								
CO1	Understand the demographic structure of Indian society and factors responsible for unity in diversity.								
CO2	Learn about the types of marriage and family, and various kinship terminologies in Indian society.								
CO3	Analyze the characteristics of rural and urban societies in India.								
CO4	Understand the specific characteristics and concerns of various tribes in India.								
CO5	Comprehend key social and cultural processes in India, including Sanskritization, westernization, and modernization.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Unity and diversity of Indian Society: demographic structure, unity in Indian society through shared culture, language, regional ethos, diversity in religion, language, race, caste and class	9	Understand about the demographic structure of Indian land and factors responsible for unity in diversity	1,2					
II	Basic institutions of Indian society: family types, variations, functions and changes, marriage types, marriage as sacrament and contract, kinship terminology, notations, descent, and inheritance	9	Students will learn about general practices relating to types of marriage and family as well as various key terminologies of kinship system	1,2					
III	Structure and types of Indian Society: rural society characteristics, Indian villages, concerns of rural society and urban society characteristics, Indian societies and towns, concerns of urban society	9	Students will learn regarding the peculiar characteristics of rural and urban society	1,2					
IV	Tribes of Indian Society: characteristics of tribal society,	9	Students will understand the	1,2					

	various Indian tribes, concerns of tribal societies		specific habits and characteristics of the various tribes of India	
V	Social and Cultural Processes in India: Sanskritization, westernization, modernization	9	Able to understand some key elements in the history and present-day Indian society	1,2

REFERENCE/ LEARNING MATERIALS

1. Rao, Shankar C.N., 2012 Principles of Sociology with An Introduction to Social Thought. S. Chand Publishing
2. Ahuja, Ram. 1883. Indian Social System. Rawat, Jaipur
3. Rao, Shankar C.N., 2012 Principles of Sociology with An Introduction to Social Thought. S. Chand Publishing
4. Srinivas, M.N.,1887. The Dominant Caste and Other Essays. Delhi: Oxford University Press
5. Xaxa, Virginius.2008, State, Society and Tribes. Delhi: B.R. Publishing Corporation

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the demographic structure of Indian society and factors responsible for unity in diversity.	1,3 ,2,7,9
2	Learn about the types of marriage and family, and various kinship terminologies in Indian society.	1,2, 9
3	Analyze the characteristics of rural and urban societies in India.	1,3,7,8,
4	Understand the specific characteristics and concerns of various tribes in India.	3,5,7
5	Comprehend key social and cultural processes in India, including Sanskritization, westernization, and modernization.	2,5,8

SEMESTER – I									
Course Title	INTRODUCTION TO PSYCHOLOGY								
Course code	22BASO114R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	I								
Course Objectives (Minimum 3)	1.To understand the fundamental processes underlying human behaviour. 2. To gain a better understanding of the field of psychology both historic and current. 3. To develop an understanding of processes involved in learning and cognition.								
CO1	Understand the demographic structure of Indian society and factors responsible for unity in diversity.								
CO2	Learn about the types of marriage and family, and various kinship terminologies in Indian society.								
CO3	Analyze the characteristics of rural and urban societies in India.								
CO4	Understand the specific characteristics and concerns of various tribes in India.								
CO5	Understand the specific characteristics and concerns of various tribes in India.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction: Definition, Goals, Scopes of Psychology; Historical Foundation of Psychology; School of Psychology; Branches of Psychology; Methods of psychology	6	Students will be able to understand human thought process.	1,2					
II	Perception: Attention: Factors or Determinants of Attention; span, division, and distraction of attention. Perception: Perceptual sets; Perceptual Organization; Perceptual Constancies; Depth Perception; Illusions	6	Able to identify the major fields of study and theoretical perspectives within psychology and articulate their similarities and differences.	1,2					
III	Social Groups and Social Processes 1. Meaning of social group 2. Types of social group; In-group and Out-group, Primary and Secondary group 3. Social processes 4. Co-operation, Accommodation, Assimilation, Conflict, Competition	6	Able to articulate the basic principles, major theories, and research concerning learning and cognition.	1,2					
IV	Family and Marriage	6	Students will be able to	1,2					

	1. Meaning, Function and types of Family 2. Changes of family in India 3. Meaning and definition of marriage 4. Types and functions of Marriage		understand human thought process.	
V	Social Stratification 1. Social Stratification 2. Definition and Types of social stratification 3. Caste and Class, 4. Social Mobility: Meaning and Types of social mobility.	6	Students will be able to identify the major fields of study and Theoretical perspectives within psychology and articulate their similarities and differences.	1,2

Textbook:

1. Morgan, C. T., & King, R. A. (1975). Study guide for Morgan and King Introduction to psychology: Fifth edition. New York: McGraw-Hill

References:

1. Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
3. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the demographic structure of Indian society and factors responsible for unity in diversity.	1,3 4
2	Learn about the types of marriage and family, and various kinship terminologies in Indian society.	1,2,3
3	Analyze the characteristics of rural and urban societies in India.	7,8
4	Understand the specific characteristics and concerns of various tribes in India.	5,7
5	Understand the specific characteristics and concerns of various tribes in India.	5,9

SEMESTER – I									
Course Title	Extra-Curricular (Non-CGPA)								
Course code	22UBEC111	Total credits: 1	L	T	P	S	R	O/ F	C
		Total hours:	0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	I								
Course Objectives (Minimum 3)	1. To develop the social and soft skills and to promote a holistic development of the learners 2. To develop leadership and teamwork abilities by working together on projects. 3. To encourage effective communication and interpersonal skills among learners.								
CO1	Students will develop leadership abilities through various activities								
CO2	Students will learn to interact and build relationships with others.								
CO3	Students will explore and develop their personal interests and hobbies.								
CO4	Students will improve their ability to solve problems creatively and effectively.								
CO5	Students will gain a better understanding and appreciation of different cultures.								

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will develop leadership abilities through various activities	7,8,9
2	Students will learn to interact and build relationships with others.	7,8,9
3	Students will explore and develop their personal interests and hobbies.	4,5,6,7,8,9
4	Students will improve their ability to solve problems creatively and effectively.	2,3,4,5
5	Students will gain a better understanding and appreciation of different cultures.	4,5,6,7,8,9

SEMESTER – I									
Course Title	INTRODUCTION TO ENGLISH								
Course code	22UMPD111 R	Total credits: 2 Total hours: 32	L	T	P	S	R	O/F	C
			0	0		0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	UG SCIENCES/UG Humanitie4ws & Social Sciences								
Semester	Winter/ IV semester of the second year of the program								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To enable students to identify and use parts of speech, articles, auxiliary verbs, and construct affirmative and negative sentences. To master advanced grammar concepts: Enable students to use determiners, construct various types of sentences, and understand degrees of comparison. To develop speaking skills: Enable students to introduce themselves, use correct pronunciation, intonation, and stress, and effectively ask and offer information. To improve communication skills: Enable students to understand the communication process, types, formal and informal communication, and identify barriers to effective communication. To enhance presentation skills: Enable students to understand the elements of a good presentation and effectively use visual aids. 								
CO1	Equip students to recognize and apply parts of speech, articles, and auxiliary verbs, and to create both affirmative and negative sentences.								
CO2	Teach students to apply determiners, form different types of sentences, and comprehend degrees of comparison.								
CO3	Prepare students to confidently introduce themselves, use proper pronunciation, intonation, and stress, and effectively ask for and provide information.								
CO4	Help students grasp the communication process, differentiate between communication types, manage both formal and informal communication, and identify barriers to effective communication.								
CO5	Teach students the key components of an effective presentation and how to use visual aids proficiently.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Unit 1- Basics of Grammar (Flipped classroom) i. Parts of Speech ii. Articles iii. Auxiliary Verbs iv. Affirmative and Negative Sentences	6	Students will demonstrate a fundamental understanding of grammar rules.				1, 2,3		

II	Unit 2- Grammar (Flipped classroom) i. Determiners ii. Sentence Construction iii. Types of Sentences (Assertive, Imperative, etc.) iv. Degree of Comparison	6	Students will construct grammatically correct and varied sentence types.	1, 2,3, 4
III	Unit 3- Speaking Skills i. Introduction and Greetings ii. Pronunciation, Intonation, Stress iii. Asking and offering information	5	Students will confidently introduce themselves and engage in basic conversations with correct pronunciation.	1,2, 3
IV	Module 4- Communication Skills i. Introduction to Communication ii. Process and Types of Communication, iii. Formal and informal communication iv. Understanding Barriers to Communication	7	Students will effectively communicate in both formal and informal settings.	1,2, 3
V	Module 5 - Presentation Skills i. Introduction ii. Essential characteristics of a good presentation iii. Use of Visual Aids in Presentation	8	Students will deliver well-organized and visually supported presentations.	1,2, 3

Textbooks:

1. Barrett, Grant.2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
2. Reed, James. 2016. 101 Job Interview Questions You'll Never Fear Again, Plume.
3. Pease, Barbara. 2006. The Definitive Book of Body Language, RHUS.

4. McDowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition)

Reference Books:

1. Zinsser, William (2006) On Writing Well: The Classic Guide to Writing Nonfiction Harper Perennial
2. Taylor J. and Wright, J., IELTS Advantage Reading Skills: A step-by-step guide to a high IELTS reading score, Delta Publishing by Klett.
3. Kelley, Thea. 2021. Get That Job: The Quick and Complete Guide to a Winning Interview, Plover crest Press.
4. Murphy, Raymond, (2012) English Grammar in Use Book with Answers: A Self- Study and Practice Book for Intermediate Learners of English, Cambridge University Press

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Equip students to recognize and apply parts of speech, articles, and auxiliary verbs, and to create both affirmative and negative sentences.	2,3,9
2	Teach students to apply determiners, form different types of sentences, and comprehend degrees of comparison.	3,9
3	Prepare students to confidently introduce themselves, use proper pronunciation, intonation, and stress, and effectively ask for and provide information.	3,7,9
4	Help students grasp the communication process, differentiate between communication types, manage both formal and informal communication, and identify barriers to effective communication.	4,5,6,7,8,9
5	Teach students the key components of an effective presentation and how to use visual aids proficiently.	5,6,7,8,9

SEMESTER – II									
Course Title	CLASSICAL SOCIOLOGICAL THOUGHTS								
Course code	22BASO121R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 25	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	II								
Course Objectives (Minimum 3)	<p>1.The objective of the paper is to give an insight into sociological thought concerning the origin and development of sociology.</p> <p>2. The contribution of Sociologists are regarded the best to provide better understanding of sociology and in light of this students will able to acquire the basic contributions of Sociologists.</p> <p>3. The objective of the Paper is to acquaint the students of Sociology with the discipline toward notions and concepts.</p>								
CO1	Demonstrate the nature, scope, and importance of Sociology and its association with classical sociological thoughts.								
CO2	Identify and understand elementary notions of social theory and their foundational concepts.								
CO3	Analyze the relationship between classical social theory and contemporary society to understand its relevance								
CO4	Appraise the necessity and contributions of key sociological concepts and original texts by Karl Marx, Emile Durkheim, Max Weber, and Herbert Spencer.								
CO5	Compare and contrast various sociological theories, including those of Talcott Parsons and Robert K. Merton, to evaluate their impact on the understanding of social systems and behaviour.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Emergence of Sociology: Background of the Development of Sociological thought, A brief historical back ground. Auguste Comte: Law of three stages positive and hierarchy of science. Comte’s theory of Social Progress; Comte’s Methodology	5	Student will learn about the emergence of sociology as discipline in industrial Europe.	1,2					
II	Herbert Spencer: Concept of Social Evolution and Organisms.; Application of Biology to Social Thought; Growth, Structure and differentiation of Spencer’s Social Thought.	5	Students will learn major theories and concepts related to the societal values and norms.	1,2					
III	Emile Durkheim: Idea of Social Facts; Social Solidarity Mechanical and Organic, Social Consciousness and Collective Representation; Theory of Suicide;	5	This unit will provide a basic understanding of the Division of labour and Collective	1,2					

	Theory of Religion.		Conscience.	
IV	Max Weber: Social Action and Ideal Type, Types of Authority, Religion and Economy. Protestant Ethics and the Spirit of Capitalism Karl Marx: Materialistic Interpretation of History, Class and Class Conflicts, Alienation.	5	Students will appraise the necessity and contributions of key sociological concepts and original texts by Karl Marx, Emile Durkheim, Max Weber, and Herbert Spencer.	1,2
V	Robert K Merton: Reference Group, Functionalism, Manifest and latent function. Merton's Concepts of Middle Range Theories	5	This unit will help students to understand the sociological theories of Persons	1,2

TEXT BOOKS:

1. Bottom ore, T. B. 1971. Sociology: A Guide to Problems and Literature, London: Allen and Unwin.
2. Coser, Lewis, A: Masters of Sociological Thought, Jaipur, Rawat Publications
3. Durkheim, Emile, 1984, The Division of Labour in Society, Basingstoke: Macmillan.
4. Franklin, Henry, 1990, The Principles of Sociology, Jaipur: Print Well publishers.
5. Giddens, Anthony, 2010, Sociology, 6th edition, Polity Press.
6. Gisbert, Payscale, 1973, Fundamentals of Sociology, Orient Longman, Bombay.

REFERENCE/ LEARNING MATERIALS

1. Gelles J. Richard, Ann Levine, 1885, Sociology- An Introduction, McGraw Hill Company.
2. Rawat, H K, 208, Sociology: Basic concepts, Jaipur: Rawat Publications
3. Durkheim, Emile, 1884, The Division of Labour in Society, Basingstoke: Macmillan.
4. Giddens, Anthony, 208, Sociology, 6th edition, Polity Press.

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the nature, scope, and importance of Sociology and its association with classical sociological thoughts.	1, 2,4,
2	Identify and understand elementary notions of social theory and their foundational concepts.	1,2,4,8
3	Analyze the relationship between classical social theory and contemporary society to understand its relevance	1,7.8
4	Appraise the necessity and contributions of key sociological concepts and original texts by Karl Marx, Emile Durkheim, Max Weber, and Herbert Spencer.	1,3,5,7
5	Compare and contrast various sociological theories, including those of Talcott Parsons and Robert K. Merton, to evaluate their impact on the understanding of social systems and behaviour.	1,5,8

SEMESTER – II									
Course Title	SOCIOLOGY OF KINSHIP								
Course code	22BASO111R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 25	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	II								
Course Objectives (Minimum 3)	1.To familiarize the students with concepts of kinship, marriage and family. 2. To help students have a better understanding of kinship structure from different perspectives. 3. To familiarize the students with determinants of kinship arrangements.								
CO1	Gather knowledge about certain key concepts in the study of kinship and the sociological interpretation of multiple perspectives in the study of family, marriage, and kinship.								
CO2	Demonstrate the usage of the term kinship and also the relationship between kinship								
CO3	Understand the institution of kinship and family patterns in India.								
CO4	Understand the changing pattern of kinship and marriage in the society.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction Significance of Kinship studies. Basic terms and concepts Kinship Terminology: lineage clan, affine, consanguineal, inheritance	5	Understand about different social sciences disciplines in relation with Sociology.				1,2		
II	Approaches to study of kinship Historical and evolutionary Structural functional Gender perspective	5	Students will learn major theories and concepts related to the societal values and norms.				1,2		
III	Family Definition of family. Nature of family. Forms of family. Changing structure of Indian families	5	This unit will provide a basic understanding of the relationship between the individuals and Society.				1,2		
IV	Marriage Concept and forms Changing trends in marriage. Rules of residence.	5	Students will understand fundamental processes of social institutions in India.				1,2		

TEXT BOOKS:

1. Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, African Systems of Kinship and Marriage, London: Oxford University Press.
2. Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan' in R.

3. Parkin and L. Stone (eds.), Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell.
4. Fortes, M., 1970, Time and Social Structure and Other Essays, University of London: The Athlone Press
5. Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems'.
6. Lévi-Strauss, Claude, 1969, The Elementary Structures of Kinship, London: Eyre and Spottiswood.

References

1. Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell.
2. Das, V., 1884, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia
3. Uberoi (ed.), Family, Kinship and Marriage in India, Delhi: Oxford University Press.
4. Shah, A.M., 1888, 'Changes in the Indian Family: An Examination of Some Assumptions', in The Family in India: Critical Essays, New Delhi: Orient Longman.
5. Freeman, J. D., 1858, 'The Family Systems of the Iban of Borneo' in J.
6. Goody (ed.), The Developmental Cycle in Domestic Groups, Cambridge: Cambridge University Press.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the Fundamental Concepts of Sociology	1,2,3, 5
2	Analyze the Interrelationship Between Sociology and Other Social Sciences	1,2
3	Grasp Basic Sociological Concepts and Theories	7,8,9
4	Understand Social Groups and Social Processes	5,7
5	Comprehend the Dynamics of Social Institutions and Social Stratification	5,8,9

SEMESTER – II									
Course Title	INDIAN SOCIETY: ISSUES AND PROBLEMS								
Course code	22BASO123R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	II								
Course Objectives (Minimum 3)	1.To familiarize the students with the concept of social problems and various social problems of Indian society. 2. To introduce the students to contemporary social issues of India. 3. To understand and analyse the roots of social problems.								
CO1	Understand the fundamental concepts, types, causes, stages, and consequences of social problems, and their relation to social disorganization.								
CO2	Analyze structural and familial social problems.								
CO3	Evaluate developmental and disorganization social problems								
CO4	Apply theoretical perspectives to understand and analyze social problems.								
CO5	Identify and evaluate measures to solve social problems in India,								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction 1. Concepts of social problem 2. Types of social problems 3. Causes and stages of social problems 4. Consequences of Social problems 5. Social Problem and Social Disorganization	12	Student will understand the meaning and concept of social problems and its types.	1,2					
II	Structural & Familial problems 1. Poverty 2. Inequality of caste and gender, 3. Disharmony – religious and ethnic, minorities 4. Dowry, domestic violence, divorce 5. Problem faced by weaker sections	12	Students will learn about the major social problems of India.	1,2					
III	Developmental and Disorganization problems 1. Regional disparities 2. population explosion 3. ecological degradation, environmental pollution 4. Crime & delinquency, changing profile of crime and criminal's corruption 5. Drug addiction, alcoholism and	12	This unit will provide a basic understanding of the contemporary social problems of India.	1,2					

	suicide			
IV	Theoretical Perspectives on Social problems 1. Functionalism 2. Conflict Perspective 3. Symbolic Interactionism	12	This unit will help students understand the social problems from sociological point of view.	1,2
V	Measures to solve social problems in India 1. Constitutional and Legal provisions 2. Fundamental Rights and Directive Principles 3. Roles of NGO and civil society	12	Students will be introduced to the measures taken by state and other organizations to eradicate social problems.	1,2

TEXT BOOKS

1. Bouteille, Andre. (1992). Backward Classes in Contemporary India., New Delhi: OUP
2. Kothari, Rajani (Ed.). (1973). Caste in Indian Politics
3. Leon-Guerrero, Anna & Zentgra, Kristine (Eds.) 2009. Contemporary Readings in Social Problem, Long Beach: Pacific Lutheran University.
4. Satya Murty, T.V. (1996). Region, Religion, Caste, Gender and Culture in Contemporary India. New Delhi: OUP

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=tNx6ybEBSPE>.
2. <https://www.youtube.com/watch?v=i8QU9zIvuCU>.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the Fundamental Concepts of Sociology	1,3,4,9
2	Analyze the Interrelationship Between Sociology and Other Social Sciences	1,2,3
3	Grasp Basic Sociological Concepts and Theories	1,4, 8,
4	Understand Social Groups and Social Processes	5,7
5	Comprehend the Dynamics of Social Institutions and Social Stratification	5,8,9

SEMESTER – II									
Course Title	FUNDAMENTAL PROCESSES OF HUMAN BEHAVIOUR								
Course code	22BASO124R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	II								
Course Objectives (Minimum 3)	To familiarize the students with basic concepts such as IQ, EQ. 2. It will help students understand the cognitive processes of human mind. 3. Students will about the basic psychological principals.								
CO1	Demonstrate the concept of Intelligence Quotient (IQ).								
CO2	Apply psychological principles in their day-to-day life.								
CO3	Evaluate the basic principles, major theories, and research concerning learning and cognition								
CO4	Analyze the individual biological differences								
CO5	Synthesised the approach of personality and its types								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	1. Sociology : Meaning, Nature, Scope, Origin and Development of Sociology 2. Importance of the study of Sociology 3. Relationship with other Social Sciences 4. Sociology and Common Sense.	12	Understand about different social sciences disciplines in relation with sociology.				1,2		
II	Basic Concepts 1. Society and Community 2. Social system - Meaning, Elements, Characteristics and Types; 3. Folkways, Mores, Norms, Value, Status, Role.	12	Students will learn major theories and concepts related to the societal values and norms.				1,2		
III	Social Groups and Social Processes 1. Meaning of social group 2. Types of social group; In-group and Out-group, Primary and Secondary group 3. Social processes 4. Co-operation, Accommodation, Assimilation, Conflict, Competition	12	This unit will provide a basic understanding of the relationship between the individuals and Society.				1,2		
IV	Family and Marriage 1. Meaning, Function and types of	12	Students will understand				1,2		

	Family 2. Changes of family in India 3. Meaning and definition of marriage 4. Types and functions of Marriage		fundamental processes of social institutions in India.	
V	Social Stratification 1. Social Stratification 2. Definition and Types of social stratification 3. Caste and Class, 4. Social Mobility: Meaning and Types of social mobility.	12	This unit will help students to understand the sociological theories in General.	1,2

Text Books

1. Baron, R. & Misra. G. (2013). Psychology. New Delhi: Pearson.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

References:

1. Baron, R. & Misra. G. (2013). Psychology. New Delhi: Pearson.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
3. Morgan, T & King, R.A (1886). Introduction to Psychology. McGraw-Hill
4. Dovidio, J. F., Piliavin, J. A., Schroeder, D. A., & Penner, L. (2006). The social psychology of prosocial behaviour, Mahwah, NJ: Lawrence Erlbaum Associates.
5. Stewart-Williams, S. (2007). Altruism among kin vs. nontin: Effects of cost of help and reciprocal exchange. Evolution and Human Behaviour, 28(3), 183–188.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the concept of Intelligence Quotient (IQ).	3,4
2	Apply psychological principles in their day-to-day life.	2,3,
3	Evaluate the basic principles, major theories, and research concerning learning and cognition	7,8,
4	Analyze the individual biological differences	5,6,7
5	Synthesised the approach of personality and its types	5,8,9

SEMESTER – II										
Course Title	MOOCS CE I									
Course code	22BACE121R	Total credits: 2 Total hours: 0T+60P	L	T	P	S	R	O/ F	C	
			0	0	4	0	0	0	2	
Pre-requisite	Nil	Co-requisite	Nil							
Programme	Bachelor in Sociology									
Semester	Fall/ II semester of first year of the programme									
Course Objectives (Minimum 3)	1.To Learn key concepts in particular subject from top international experts. 2. To Improve student’s problem-solving and critical thinking skills through assignments. 3. To apply course knowledge to real-life situations and enhance professional skills.									
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.									
CO2	Develop skills to analyze information critically and propose effective solutions.									
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.									
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.									
CO5	Enhance teamwork and collaboration skills through group projects and discussions.									
MOOCS CE I is provided through Coursera Platform, which is an online course where students are allowed to take course/courses per semester on the basis of the hours with relevance to the credit and the courses are provided from the international universities across the world. During the courses, students have to submit assignments, quizzes.										

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	4,5,8,9
2	Develop skills to analyze information critically and propose effective solutions.	2,3,4,5,6.7.8,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	3,4,5,6.7.8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	3,4,5,8,9
5	Enhance teamwork and collaboration skills through group projects and discussions.	4,5,6.7.8,9

SEMESTER – II									
Course Title	Co-Curricular (NON-CGPA)								
Course code 22UBCC121	Total credits: 1 Total hours: 60	L	T	P	S	R	O/ F	C	
		0	0	0	4	0	0	1	
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	Fall/ II semester of first year of the programme								
Course Objectives (Minimum 3)	1. To enhance the students' acquainted with the classroom learning activities 2. To enhance the students' abilities with revision work 3. To expand the knowledge and skills of the students with day to day with classroom activities								
CO1	Students will learn to work well with others and communicate better.								
CO2	Students will learn to manage their time and stay organized.								
CO3	Students will enhance their creative abilities and think more critically.								
CO4	Students will improve their overall health and reduce stress.								
CO5	Students will become more aware of their role in society and contribute positively.								
Co-curricular activities will equip the students to enhance and engage with various sections of the society and formulate agendas of social and cultural events, seminars, workshops, awareness programs etc. It will also allow them to participate in community matters.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will learn to work well with others and communicate better.	5,6,7,8,9
2	Students will learn to manage their time and stay organized.	2,5,6,7,8,9
3	Students will enhance their creative abilities and think more critically.	6,7,8,9
4	Students will improve their overall health and reduce stress.	2,8,9
5	Students will become more aware of their role in society and contribute positively.	3,4,5,6,7,8,9

SEMESTER – II									
Course Title	Implicative English								
Course code	22UBPD123R	Total credits: 2 Total hours: 32	L	T	P	S	R	O/F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	UG SCIENCES/ UG Humanities & Social sciences								
Semester	Summer/ II semester of the first year of the program								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. To equip students with the skills to interchange sentence types, use various tenses, and correct common grammatical errors. 2. To enable students to effectively use one-word substitutions, understand homonyms and homophones, avoid commonly confused words, and use idioms and phrases. 3. To help students understand the nature and types of listening, and overcome barriers to effective listening. 4. To enable students to apply effective reading techniques, gather information from texts, and use the SQ3R technique. 5. To teach students the importance of time management and basic strategies to maintain it. 6. To guide students in developing a comprehensive and professional LinkedIn profile. 								
CO1	Provide students with the ability to transform sentence types, utilize different tenses, and address common grammatical mistakes.								
CO2	Empower students to proficiently apply one-word substitutions, differentiate between homonyms and homophones, avoid frequently confused words, and incorporate idioms and phrases in their vocabulary.								
CO3	Assist students in comprehending the various aspects and types of listening, and in identifying and overcoming obstacles to effective listening.								
CO4	Facilitate students in employing effective reading strategies, extracting relevant information from texts, and utilizing the SQ3R method.								
CO5	Instruct students on the significance of time management and provide foundational strategies to manage their time efficiently.								
CO6	Lead students in creating a well-rounded and professional LinkedIn profile.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Module 1- Grammar (flipped classroom) i. Interchange of Interrogative and Assertive Sentences, Exclamatory and Assertive Sentences ii. Types of Tenses iii. Common Errors	6	Students will accurately construct and transform various sentence types and correct grammatical errors.					1, 2,3	

II	Module 2- Vocabulary Development I. One word substitution II. Homonyms and Homophones III. Words often confused IV. Idioms and phrases	6	Students will enhance their vocabulary and use words accurately in context.	1, 2,3
III	Module 3-Listening Skills I. What is listening? II. Types of Listening III. Understanding Listening Barriers	5	Students will demonstrate effective listening skills and identify listening barriers.	1,2, 3
IV	Module 4 - Reading Skills I. Techniques of Effective Reading II. Gathering ideas and information from a text III. The SQ3R Technique	5	Students will read efficiently and extract relevant information using the SQ3R technique.	1,2, 3
V	Module 5 - Time-Management Skills I. Introduction to Time Management II. Purpose and Importance of Time Management III. Basic Tips to Maintain Time	4	Students will effectively manage their time using various strategies.	1,2, 3
VI	Module 6- Creation of LinkedIn Profile	6	Students will create a professional LinkedIn profile.	2,3

Text books:

1. Barrett, Grant. 2016. Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking, Zephyros Press.
2. Reed, James. 2016. 101 Job Interview Questions You'll Never Fear Again, Plume.
3. Pease, Barbara. 2006. The Definitive Book of Body Language, RHUS.
4. McDowell, Gayle Laakmann. 2008. Cracking the Coding Interview (Indian Edition)

Reference Books:

5. Zinsser, William. (2006) On Writing Well: The Classic Guide to Writing Nonfiction Harper Perennial
6. Taylor J. and Wright, J., IELTS Advantage Reading Skills: A step-by-step guide to a high IELTS reading score, Delta Publishing by Klett.
7. Kelley, Thea. 2021. Get That Job: The Quick and Complete Guide to a Winning Interview, Plover crest Press.
8. Murphy, Raymond, (2012) English Grammar in Use Book with Answers: A Self- Study and Practice Book for Intermediate Learners of English, Cambridge University Press

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Provide students with the ability to transform sentence types, utilize different tenses, and address common grammatical mistakes.	2,3,9
2	Empower students to proficiently apply one-word substitutions, differentiate between homonyms and homophones, avoid frequently confused words, and incorporate idioms and phrases in their vocabulary.	3,9
3	Assist students in comprehending the various aspects and types of listening, and in identifying and overcoming obstacles to effective listening.	3,4,7,9
4	Facilitate students in employing effective reading strategies, extracting relevant information from texts, and utilizing the SQ3R method.	3,4,5,6,7,8,9
5	Instruct students on the significance of time management and provide foundational strategies to manage their time efficiently.	2,3,6,9

SEMESTER – III									
Course Title	CONTEMPORARY SOCIOLOGICAL THOUGHTS								
Course code	22BASO211R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	III								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. Understand how and why the discipline of sociology emerged when it did. 2. Be able to identify key thinkers and their ideas in each of the major traditions within sociology. 3. Be able to bridge classical and more contemporary work on social issues in theory. 								
CO1	Ability to synthesised abstract ideas and apply them in their own work.								
CO2	Demonstrate the commitment to create a lively, interesting, and challenging experience.								
CO3	Identify various theoretical perspectives that have shaped the discipline of sociology.								
CO4	Apply the critical school of thought in social context.								
CO5	Ability to synthesize information from various sources to form a comprehensive understanding of this school of thought in sociology.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Structural- Functional Perspective- Talcott Parsons-Action Frame of Reference, Pattern Variables, AGIL Model, Robert. Merton- Reference Group Theory, Paradigm for Functional Analysis, Middle Range Theory, Anomie, Jeffrey Alexander- Neo Functionalism	12						1,2	
II	Structuralism- Levi- Strauss and S. F. Nadel	12						1,2	
III	Conflict Perspective: Functional Analysis: Lewis Coser, Dialectics of Conflict: Ralf Dahrendor	12						1,2	
IV	Critical Perspective- Emergence of critical theory – Frankfurt School, Revival of Critical theory – Jurgen Habermas, Structural Marxism - Louis Althusser, Neo-Marxian Approach	12						1,2	

V	Interpretative Sociology- G.H. Mead - Mind Self and Society, Erving Goffman – Dramaturgy, Harold Garfinkel - Ethnomethodology, Husserl, Alfred Schutz- Phenomenological Sociology, Social Construction of Reality – Berger	12	This unit will help students to understand the sociological theories in general.	1,2
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References

1. Turner, H. Jonathan (2012). Contemporary Sociological Theory. Sage Publication
2. Abraham, M. Francis (2008) (2nd edition). Contemporary Sociology. Oxford Publication
3. Rao, Shankar, C.N. (2015) (New edition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication
4. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education
5. Turner, H. Jonathan (2012). Contemporary Sociological Theory. Sage Publication
6. Rao, Shankar, C.N. (2015) (New edition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication
7. Morrison, Ken (1885) Marx, Weber, Durkheim: Formations of Modern Social Thought. Sage Publication
8. Coser, A. Lewis, Rosenberg, Bernard (2006) Sociological Theory. McGraw-Hill Education

Other Learning Resources:

1. https://www.kunainital.ac.in/images/document/Syllabus_M._A._IV_sem_Socio.pdf
2. https://www.su.se/polopoly_fs/1.529376.1606735775!/menu/standard/file/Moder%20sociologisk%20teori%20PM_VT21.pdf

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the Fundamental Concepts of Sociology	1,3 4
2	Analyze the Interrelationship Between Sociology and Other Social Sciences	1,2,5
3	Grasp Basic Sociological Concepts and Theories	7,8,
4	Understand Social Groups and Social Processes	5,7
5	Comprehend the Dynamics of Social Institutions and Social Stratification	5,8,9

SEMESTER – III									
Course Title	POLITICAL SOCIOLOGY								
Course code	22BASO212R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	III								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. The endeavour in this course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns. 2. The course is an intensive introduction to the theoretical debates that equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems. 3. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective is of significance 								
CO1	Understand the origin, development, nature, and scope of political sociology.								
CO2	Analyze basic political systems.								
CO3	Grasp Basic of theories of political elites								
CO4	Understand the concepts and significance of political culture, political socialization, and political participation								
CO5	Analyze the features, functions, and roles of political parties and pressure group								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction: Origin and development of political sociology, Nature and scope of political sociology, Founding father- Karl Marx and Max weber, Distinctive approach of Political Sociology	12	Student will understand about the nature and beginning of political sociology as a sub- discipline of sociology	1,2					
II	Basic Political System: Aristotle’s Classification of Political System, Theocratic and Monarchical Democratic and Totalitarian Systems	12	Students will learn about the different forms of political system present in society	1,2					
III	Power and Authority Meaning and nature of power and distribution of power, Theories of Political Elites, Authority- Ways of acquiring legitimacy	12	learn about the power distribution in society and politics and power is related	1,2					

IV	Political Culture, Political Socialization and political Participation Concept and Significance of Political Culture, Dimension of Political Culture, Concept and significance of Political Socialization, Role and agencies Political Socialization, Concept, and types of political participation	12	Students will analyse and understand the various aspects of politics in society as well as its impact on culture and other factors	1,2
V	Political parties and pressure groups- Political parties- features and functions, Structure of Political Parties, Meaning of Pressure group and relation with Political Parties, Types and role of Pressure group	12	Students will be able to understand the relationship between political parties, pressure groups and society	1,2

TEXT BOOKS

1. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education
2. Gellner, Ernest (1983). Nations and Nationalism. Cornell University Press

REFERENCE BOOKS:

1. Rao, Shankar, C.N. (2015) (New edition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication.
2. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education
3. Bottomore, Tom. (1993) (Second Edition). Political Sociology. Pluto Press

OTHER LEARNING RESOURCES:

<https://egyankosh.ac.in/bitstream/123456789/71489/3/Unit-2.pdf>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the origin, development, nature, and scope of political sociology.	1,3 4
2	Analyze basic political systems.	1,2
3	Grasp Basic of theories of political elites	7,8,
4	Understand the concepts and significance of political culture, political socialization, and political participation	5,7
5	Analyze the features, functions, and roles of political parties and pressure group	5,8

SEMESTER – III									
Course Title	INTRODUCTION TO SOCIAL PSYCHOLOGY								
Course code	22BASO111R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 30	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	III								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To understand the journey of ‘emerging discipline’ of social psychology and various landmarks of social psychology. To understand the close link among social psychology and related disciplines. To identify different mechanisms behind forming social perception and social influence in a society. 								
CO1	Analyse the social behaviour, social interaction, and social influence.								
CO2	Apply the concepts of social behaviour, interaction, and influence to real-life scenarios.								
CO3	Critically evaluate social relationships in the context of psychological norms.								
CO4	Comprehend the concepts of Social Influence and Interaction.								
CO5	Ability to apply the understanding of these concepts to demonstrate their significance in various aspects of life.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction; History- origin and development, nature and scope of social psychology, relationship with sociology and anthropology, Social Psychology as a science.	5	Students will be able to get the basic idea of social psychology	1,2					
II	Theoretical Foundation of Modern Social Psychology theories Role Theories, Motivational Theories, Learning theories, Cognitive theories, Socio-cultural theories, Evolutionary Theories	5	Students will get to understand about the various theories	1,2					
III	Social Cognition, Social Perception and Attribution Meaning and nature of Social Cognition, Components of Social Cognition: Schema and Prototype, Impact of Schema upon social cognition: Schematic Processing, Social Perception and Person Perception, Role of Non- verbal Cues in person perception: Forming Impression of others, Theories of attribution, Bias and error in	5	Students will be able to understand social relationship through psychological norms.	1,2					

	attribution			
IV	Social Attitudes, Aggression and Prosocial Behaviour Attitude- Definition, Concept and Nature, Theories-Cognitive Dissonance and Dual Processing, Attitude and Behaviour: Change of attitude, Inter-personal Attraction, Pro-social behaviour, Altruistic and helping behaviour, Concept of Aggression	5	Students will be able to understand various terms like social attitude, aggression	1,2
V	Social Influence and Interaction Stereotypes: Nature and contents, Impact of stereotypes on judgement and Actions, Changing Stereotypes and Barriers to stereotype change, Prejudice and Discrimination: Concept, Origin and Forms, Reduction of Prejudice and Discrimination, Application of Social Psychology: Education, Personal Health, Sports	5	Students will be able to understand the concept of Social Influence and Interaction and its significance will help students in understanding and demonstrating the materials in their life.	1,2

REFERENCE BOOKS:

1. Anderson, C. A., & Bushman, B. J. (2001). Effects of violent video games on aggressive behaviour, aggressive cognition, aggressive affect, physiological arousal, and prosocial behaviour: A metanalytic review of the scientific literature. *Psychological Science*, 12(5), 353–358.
2. Hardy, C. L., & Van Vugt, M. (2006). Nice guys finish first: The competitive altruism hypothesis. *Personality and Social Psychology Bulletin*, 32(8), 1402–1413.
3. Darley, J. M., & Batson, C. D. (1973). “From Jerusalem to Jericho”: A study of situational and dispositional variables in helping behaviour. *Journal of Personality and Social Psychology*, 27(1), *Personality and Social Psychology Bulletin*, 32(8), 1402–1413.
4. Baron, R. A., & Branscombe, N. R. (2008). *Social Psychology* (Mumbai University), 12/E (With Cd). Pearson Education India.

OTHER LEARNING RESOURCES:

1. https://onlinecourses.swayam2.ac.in/cec23_hs01/preview

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Analyse the social behaviour, social interaction, and social influence.	3,4,7
2	Apply the concepts of social behaviour, interaction, and influence to real-life scenarios.	2,6
3	Critically evaluate social relationships in the context of psychological norms.	7,8,
4	Comprehend the concepts of Social Influence and Interaction.	5,7
5	Ability to apply the understanding of these concepts to demonstrate their significance in various aspects of life.	5,8

SEMESTER – III									
Course Title	SOCIAL PROBLEMS OF INDIA								
Course code	22BASO214R	Total credits: 2	L	T	P	S	R	O/F	C
		Total hours: 60	2	0	0	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	III								
Course Objectives (Minimum 3)	1.Students can get the knowledge of social problems existing in the society. 2.Students can learn about how social problems can be solved. 3.Students can learn and be aware about human rights, social movements and social reforms as well as socialism.								
CO1	Identify the basic terms and concepts relevant to understanding our society.								
CO2	Analyze Familial and Developmental Problems								
CO3	Create a comprehensive understanding by combining different social concepts.								
CO4	Analyze the problems faced by weaker section socially, politically, and economically.								
CO5	Assess the Role of NGOs and Civil Society								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introduction: Concepts of social problem, Types of social problems, Causes and stages of social problems, Consequences of Social problems, Social Problem and Social Disorganization	12	Understand about different social sciences disciplines in relation with sociology.	1,2					
II	Familial problem- Poverty, Inequality of caste and gender, Disharmony – religious and ethnic minorities, dowry, domestic violence, divorce, problems faced by weaker section	12	Students will learn major theories and concepts related to the societal values and norms.	1,2					
III	Developmental and Disorganization problems- Regional disparities, Population explosion, Ecological degradation, environmental pollution, Crime & delinquency, changing profile of crime and criminal's corruption, Drug addiction, alcoholism, and suicide	12	This unit will provide a basic understanding of the relationship between the individuals and Society.	1,2					
IV	Problems of SC, ST and OBC: Major problems of weaker sections, Constitutional measures and legislative measures, The reservation policy	12	Students will understand fundamental processes of social institutions in India.	1,2					

V	social problems in India- Constitutional and Legal provisions, Fundamental Rights and Directive Principles, Roles of NGO, and civil society.	12	This unit will help students to understand the sociological theories in General.	1,2
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TEXT BOOKS

1. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education.
2. Ahuja, Ram (2016) (3rd edition). Social problems of India. Rawat Publications.

REFERENCE BOOKS:

1. Rao, Shankar, C.N. (2015) (New edition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication
2. Ahuja, Ram (2016) (3rd edition). Social problems of India. Rawat Publications
3. Madan, G.R., (2018) (7th edition). Indian Social problems. Allied Publishers Pvt. Ltd
4. Bruit Oreck, S George (2016) (5th edition). Sociological Theory. McGraw-Hill Education
5. Ahuja, Ram (2016) (3rd edition). Social problems of India. Rawat publications.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the Fundamental Concepts of Sociology	1,3 4
2	Analyze the Interrelationship Between Sociology and Other Social Sciences	1,2,5,9
3	Grasp Basic Sociological Concepts and Theories	7,8,
4	Understand Social Groups and Social Processes	5,7
5	Comprehend the Dynamics of Social Institutions and Social Stratification	3,5,8

SEMESTER – III									
Course Title	Techno-Professional Skill-II								
Course code	22BASO215R	Total credits: 1	L	T	P	S	R	O/F	C
		Total hours: 15	0	0	4	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	III								
Course Objectives (Minimum 3)	1. To develop professionally and enhance experiential learning 2. To Develop essential learning skills that help students improve their future career prospects and prepare them to excel academically. 3. This course aims to improve students' scientific writing skills and presentation skills.								
CO1	Synthesize information and forecast future directions in sociological concepts.								
CO2	Apply empirical study methods to investigate the problems.								
CO3	Ability to analyze intricate units of society to understand individual perspectives on society.								
CO4	Ability to think critically, solve problems, and communicate efficiently regarding complex sociological issues								
CO5	Demonstrate and draw conclusions based on the observations made during sociological analysis.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Reading and writing skills: Read both original texts as well as critiques of ideas from other academics and people in the pace. Read texts, annotate, and understand. Reading responses, research papers and other reports in order to have a clear and concise writing style to present ideas	3	Students will develop the knowledge of formulating new ideas and to conduct research as well as develop writing skill				1,2		
II	Critical thinking skills: Thinking and talking about complex problems that will require serious critiques and arguments. Critical thinking is taught in the classroom.	3	Students will be able to learn how to work and think critically about everything				1,2		
III	Communication skills: Smaller classroom settings where you'll have to present your ideas to a group of peers, present them in a thoughtful and articulate manner. Thriving in this major, strong communication skills are a must	3	Students will be able to learn how to communicate well.				1,2		
IV	Open-mindedness and patience: emotionally charged topics, from	3	The students will be able to identify				1,2		

	racial discrimination to family planning. Sociologists need to be open-minded to the ideas of their peers to figure out what they came to those conclusions. But they also need to know when to pick their battles and the mediums through which to present their arguments.		communicate on errors and to incorporate possible strategies to prevent errors	
V	Social Awareness News Paper Reading, Field Observations, Domain Specific Current Affairs	3	It will enable the students with critical observation skills to watch the given scenario	

TEXT BOOKS

1. Leicht, T, Kevin, Fennell, L, (2001). Professional Work: A Sociological Approach. Mary Blackwell publishers.

OTHER LEARNING RESOURCES:

1. <https://www.wayup.com/guide/types-skills-best-sociology-major/>
2. https://www.researchgate.net/publication/303882903_A_Practical_Guide_to_Academic_Writing_and_Publishing

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Synthesize information and forecast future directions in sociological concepts.	3, 4
2	Apply empirical study methods to investigate the problems.	2,9
3	Ability to analyze intricate units of society to understand individual perspectives on society.	7,8
4	Ability to think critically, solve problems, and communicate efficiently regarding complex sociological issues	5,7
5	Demonstrate and draw conclusions based on the observations made during sociological analysis.	5,8

SEMESTER – III									
Course Title	MOOCS CE II								
Course code	22BACE211R	Total credits: 2	L	T	P	S	R	O/ F	C
		Total hours: 0T+60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1. To Learn key concepts in particular subject from top international experts. 2. To Improve student's problem-solving and critical thinking skills through assignments. 3. To apply course knowledge to real-life situations and enhance professional skills.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance teamwork and collaboration skills through group projects and discussions.								
MOOCS CE II is provided through Coursera Platform, which is an online course where students are allowed to take course/courses per semester on the basis of the hours with relevance to the credit and the courses are provided from the international universities across the world. During the courses, students have to submit assignments, quizzes.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	4,5,8,9
2	Develop skills to analyze information critically and propose effective solutions.	5,6,7,8,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	2,5,6,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	4,5,8,9
5	Enhance teamwork and collaboration skills through group projects and discussions.	5,6,7,8,9

SEMESTER – III									
Course Title	Co-Curricular (Non-CGPA)								
Course code	22UBCC211	Total credits:1	L	T	P	S	R	O/F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Social Work								
Semester	Fall/ III semester of Second year of the programme								
Course Objectives (Minimum 3)	1. To enhance the students' acquainted with the classroom learning activities 2. To enhance the students' abilities with revision work 3. To expand the knowledge and skills of the students with day to day with classroom activities								
CO1	Students will learn to work well with others and communicate better.								
CO2	Students will learn to manage their time and stay organized.								
CO3	Students will enhance their creative abilities and think more critically.								
CO4	Students will improve their overall health and reduce stress.								
CO5	Students will become more aware of their role in society and contribute positively.								
Co-curricular activities will equip the students to enhance and engage with various sections of the society and formulate agendas of social and cultural events, seminars, workshops, awareness programs etc. It will also allow them to participate in community matters.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	- Students will learn to work well with others and communicate better.	4,5,6,7,8,9
2	Students will learn to manage their time and stay organized.	5,6,7,8,9
3	Students will enhance their creative abilities and think more critically.	2,3,4,5,8,9
4	Students will improve their overall health and reduce stress.	7,8,9
5	Students will become more aware of their role in society and contribute positively.	4,5,6,7,8,9

SEMESTER – III									
Course Title	Extra-Curricular Activities								
Course code	22UBEC111	Total credits: 1	L	T	P	S	R	O/ F	C
			0	0	0	4	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	Fall/ III semester of second year of the programme								
Course Objectives (Minimum 3)	1. To develop the social and soft skills and to promote a holistic development of the learners 2. To develop leadership and teamwork abilities by working together on projects. 3. To encourage effective communication and interpersonal skills among learners.								
CO1	Students will develop leadership abilities through various activities								
CO2	Students will learn to interact and build relationships with others.								
CO3	Students will explore and develop their personal interests and hobbies.								
CO4	Students will improve their ability to solve problems creatively and effectively.								
CO5	Students will gain a better understanding and appreciation of different cultures.								
<p>AdtU encourages a range of activities outside the regular curriculum intended to meet learner's interest, These activities are aimed to develop the social and soft skills and promote a holistic development of the learners, Keeping in mind the 360 degree learning methodology the students are engaged in different activities headed under different clubs viz. Dance, music, photography, drama, literary etc., The students are encouraged to participate in regular club activities, workshops, competitions as per their interest and hobbies, The student members of the club are trained represent AdtU in various inter University student and national level competitions, Renewed personalities are invited to conduct workshops that benefit the members and students by giving them the platform to learn from experts in the respective fields.</p>									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Students will develop leadership abilities through various activities	2,3,4,5,6,7,8,9
2	Students will learn to interact and build relationships with others.	4,5,6,7,8,9
3	Students will explore and develop their personal interests and hobbies.	2,6,7,8,9
4	Students will improve their ability to solve problems creatively and effectively.	3,4,5,6,7,8,9
5	Students will gain a better understanding and appreciation of different cultures.	4,5,6,7,8,9

SEMESTER – IV									
Course Title	SOCIOLOGY OF DEVELOPMENT								
Course code	22BASO221R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 25	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	IV								
Course Objectives (Minimum 3)	1. To understand the multifaceted concept of development, including social, economic, and human dimensions. 2. To analyze various models of economic development, such as capitalism, socialism, and mixed economies. 3. To comprehend the composition of social structure and its impact on economic development, focusing on population, urbanization, communication, and natural resource management.								
CO1	Synthesise the concept, types, and models of development.								
CO2	Analyse the types and models of development.								
CO3	Apply knowledge to illustrate the relationship between social structure and development.								
CO4	Demonstrate the role of planning in different developmental contexts.								
CO5	Ability to evaluate the barriers associated with social and economic planning in the development process.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Scope of Sociology of Development: 1. Meaning of development and underdevelopment 2. Social development 3. Economic development 4. Human development	5	The student will understand the concept of development and its dimensions	1,2					
II	Models of Economic Development: 1. Capitalism 2. Socialism 3. Mixed Economy	5	The students will learn the models of economic development.	1,2					
III	Composition of Social Structure and Economic Development: 1. Population, Urbanization, Communication 2. Preservation and Proper utilization of Natural Resources 3. Establishment of Industry	5	This unit will provide a basic understanding on the composition of social structure and economic development	1,2					
IV	Structural Aspects of Socio-Economic Development: 1. Education 2. Entrepreneurship or Bureaucracy 3. Employment Measures	5	Students will understand the structural aspects of socioeconomic	1,2					

			development	
V	Planning in India: 1. Social and economic planning in India 2. Socio- Cultural Barriers of Socioeconomic development	5	This unit will help the students to understand the social and economic planning and the barriers	1,2

TEXT BOOKS

1. Bottomore, T. B. 1971. *Sociology: A Guide to problems and Literature*, London: Allen and Unwin.
2. Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity Press.
3. Jean Dreze & Amartya Sen. 1995. *India: Economic Development and Social Opportunity*, OUP.
4. Martha C. Nussbaum. 2000. *Women and Human Development –The Capabilities Approach*, Kali for Women.
5. Rajani Kothari. 1990. *Rethinking Development- In Search of Human Alternatives*, Ajanta Pub.
6. Alvin Y. So. 1990. *Social Change and Development*, Sage.

REFERENCE BOOKS:

1. Smelser, N.J. (1963). *The Sociology of Economic Life*. Prentice Hall of India, Delhi
2. Mehta S.R. (1966). *Dynamics of Development: A Sociological Perspective*. Gyan Publishing House, Delhi
3. Preston, P.W. (1996). *Development Theory – An Introduction*, Oxford, Blackwell.
4. Dreze, Jean and Amartya Sen. (1996). *Indian Economic Development and Social Opportunity*, Oxford University Press, Delhi.
5. Sen, A. (2000). *Development as Freedom*. New Delhi, Oxford University Press

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=uO4gSrTQ0zI&t=345s>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the Fundamental Concepts of Sociology	1,3 4
2	Analyze the Interrelationship Between Sociology and Other Social Sciences	1,2
3	Grasp Basic Sociological Concepts and Theories	1,7,8
4	Understand Social Groups and Social Processes	3,5,7
5	Comprehend the Dynamics of Social Institutions and Social Stratification	5,8,9

SEMESTER – IV									
Course Title	SOCIETIES IN NORTH-EAST INDIA								
Course code	22BASO222R	Total credits: 3 Total hours: 40	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	IV								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. The course aims at providing a sociological understanding of Northeastern Societies. 2. The course will provide a multi-dimensional understanding of Northeast India. 3. Enunciate the process of development, displacement and migration issues. 								
CO1	Ability to outline the concept of North-East India and the society in the region								
CO2	Identify the issues of displacement in the context of development projects in the region.								
CO3	Evaluate the positive and negative impacts of globalization on the region.								
CO4	Apply the understanding to assess how these structural aspects are manifested in North-East India.								
CO5	Ability to comprehend the concepts of social and economic planning in the context of North-East India.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Understanding Northeast India: Conceptualizing Northeast India Historical evolution of Northeastern Region, Frontier, Regions, Borderlands Demographic Structure and changing pattern.	8	The student will understand the concept of northeast India and its demographic structure.				1,2		
II	Understanding the Societies in Northeast India: 1. Tribes 2. Caste 3. Ethnicity 4. Matrilineal Society	8	The students will learn the models of economic development				1,2		
III	Identity Politics in Northeast India: Ethnic Assertions, Nationalism, and Sub -Nationalism in Northeast India 6. State Formation in the Region (till late Medieval)	8	This unit will provide a basic understanding on the composition of social structure and economic development				1,2		
IV	Changing Land Relations in Northeast India: 1. Development 2. Displacement 3. Land Alienation	8	Students will understand the structural aspects of socio-economic development.				1,2		

	4. Immigration Issues			
V	Globalization and Societies in Northeast India: 1. Impact of Globalization on the region. 2. Issues and Challenges 3. Privatization of Land	8	This unit will help the students to understand the social and economic planning and the barriers	1,2

TEXT BOOKS:

1. Saikia, Y., & Baishya, A. R. (2017). *Northeast India: A Place of Relations*. New Delhi: Cambridge University Press.
2. Ahmed U Joynal;2007; *Industrialization in North-Eastern region*; Mittal publications; New Delhi.
3. Nag, Sajal. (2002.) *Contesting Marginality: Ethnicity, Insurgency, and Sub-nationalism in Northeast India*, New Delhi: Manohar Books

OTHER LEARNING RESOURCES:

1. Development – Where Do We Go from Here? – C.T. Kurien (NEHU publications, 1993)
2. <https://www.insightsonindia.com/2022/01/24/sansad-tv-perspective-north-east-infra-in-focus/>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the Fundamental Concepts of Sociology	1,3 4
2	Analyze the Interrelationship Between Sociology and Other Social Sciences	1,2,5
3	Grasp Basic Sociological Concepts and Theories	6,8
4	Understand Social Groups and Social Processes	5,7
5	Comprehend the Dynamics of Social Institutions and Social Stratification	5,8

SEMESTER – IV									
Course Title	ETHNOGRAPHY-RURAL								
Course code	22BASO223R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 45	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	IV								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. To know about different social problems in the rural areas 2. To find out the reasons behind different social problems in the rural areas 3. To know how theoretical part is directly related to field work practice. 								
CO1	Ability to highlight the social reality in the rural context.								
CO2	Analyze rural social problems objectively.								
CO3	Demonstrate the awareness regarding people's sensitivities in dealing with social issues.								
CO4	Apply research knowledge and skills to effectively write reports.								
CO5	Evaluate the research process and outcomes to enhance overall research capabilities.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	The students will be placed in the rural areas where they will be exposed to the rural settings and observe the social issues of the rural society. The students get a close feel of the rural community and its settings, understand the dynamics and issues in the rural society and become aware of the sensitivities of people while dealing with the social issues.	9	Students will be exposed to rural settings.	1,2					
II	They also get a firsthand experience of the programmes and projects implemented in the rural communities by NGOs and government agencies and the impact of these programmes and projects on the society. They also would interact with the rural community members to understand the tension between tradition and change that the communities in the region are likely experiencing, and how it is handled.	9	Students will get to capture first hand experiences of rural communities.	1,2					
III	The students able to identify the issues of the rural community. Normally a student spends seven	9	Students will be able to identify issues of rural societies.	1,2					

	hours over one day per week in field work and have to undergo minimum 8 days of field work.			
IV	Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly.	9	Students will learn report writing.	1,2
V	Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester, the student submits a summary report for the semester and viva is conducted.	9	Students will be able to get a good research experience.	1,2

TEXT BOOKS:

1. Beteille, A. (1974), Studies in Agrarian Social Structure, Delhi: Oxford University Press.
2. Desai, A.R. (1969). Rural Sociology in India, Bombay: Popular Prakashan.
3. Dube, S.C. (1955), Indian Village, London: Routledge and Kegan Paul. 1

REFERENCE BOOKS:

1. Doshi, S.L. and P. C. Jain. (1999). Rural Sociology, Jaipur: Rawat Publication
2. Madan, Vandana. (2004). The Village in India. New Delhi: OUP.

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=5vl4ljMopY>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Highlight the social reality in the rural context.	3,4
2	Analyze rural social problems objectively.	2,4,7
3	Demonstrate the awareness regarding people's sensitivities in dealing with social issues.	7.8,3
4	Apply research knowledge and skills to effectively write reports.	5,7
5	Evaluate the research process and outcomes to enhance overall research.	5,8

SEMESTER – IV

Course Title	TECHNO-PROFESSIONAL SKILLS III - SOCIAL SKILLS AND ADJUSTMENT								
Course code	22BASO224R	Total credits: 1	L	T	P	S	R	O/F	C
		Total hours: 30	1	0	0	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	IV								
Course Objectives (Minimum 3)	1. To introduce the concept of social adjustment so that the students can adjust in society. 2. To develop essential learning skills that will help the students to improve and prepare them to develop holistically. 3. To improve the students' adjustment skills								
CO1	Be receptive in the student's nature, by learning about the changes in the institution of kinship and family.								
CO2	Develop the skill of social adjustment and reciprocity in human relationships.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Social Adjustment	6	Students will understand the concept of social adjustment.				1,2		
II	Social Maturity	6	Students will be able to learn about the social maturity				1,2		
III	Social Adjustment and Interpersonal Relationship	6	Students will be able to learn how to maintain interpersonal relationship				1,2		
IV	Adjustment in educational institutions.	6	The students will be able to know about the adjustment in institutions.				1,2		
V	Group Processes and Group Dynamics	6	It will help the students to know about the group processes and group dynamics				1,2		

TEXT BOOKS

1. Aggarwal, J.C. (1995): Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Chauhan, S.S. (1988): Advanced Educational Psychology, Vikas publishing House Pvt. Ltd., New Delhi

OTHER LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=v0GTKiNd55w>

**RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM
OUTCOMES**

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the Fundamental Concepts of Sociology	1,3 4
2	Analyze the Interrelationship Between Sociology and Other Social Sciences	2,6
3	Grasp Basic Sociological Concepts and Theories	7,8,4
4	Understand Social Groups and Social Processes	5,7
5	Comprehend the Dynamics of Social Institutions and Social Stratification	5,7,9

SEMESTER – IV									
Course Title	SOCIAL PROBLEMS OF INDIA								
Course code	22BASO225R	Total credits: 3 Total hours: 30	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	IV								
Course Objectives (Minimum 3)	1. To introduce the concept of social adjustment so that the students can adjust in society. 2. To develop essential learning skills that will help the students to improve and prepare them to develop holistically.								
CO1	Students will be able to identify and analyze the multifaceted aspects of development and underdevelopment.								
CO2	Students will be able to critically evaluate different models of economic development and their implications.								
CO3	Students will gain the ability to understand and explain the impact of social structure on economic development.								
CO4	Students will be able to assess the role of structural aspects such as education, entrepreneurship, and bureaucracy in socio-economic development.								
CO5	Students will understand and evaluate the planning processes in India and the socio-cultural barriers affecting socio-economic development.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	INTRODUCTION: Concepts of social problem, Types of social problems, Causes and stages of social problems, Consequences of Social problems, Social Problem and Social Disorganization	6	Student will understand about the nature and forms of social problems along with disorganisation due to different problems existing in society					1,2	
II	Structural & Familial problem- Poverty, Inequality of caste and gender, Disharmony –religious and ethnic minorities, dowry, domestic violence, divorce, problems faced by weaker section	6	Students will understand existing problems, its genesis and reason behind it					1,2	
III	Developmental and Disorganization problems- Regional disparities, Population explosion, Ecological degradation, environmental pollution, Crime & delinquency, changing profile of crime and criminal's	6	Students will learn about some prevalent social problems of society as well as regional and population problems					1,2	

	corruption, Drug addiction, alcoholism, and suicide			
IV	problems of SC, Major problems of weaker sections, Constitutional measures and legislative measures, The reservation policy.	6	The students will be able to understand the problems of socially, politically and economically weaker section of people	1,2
V	Measures to solve social problems in India- Constitutional and Legal provisions, Fundamental Rights and Directive Principles, Roles of NGO, and civil society	6	Students will be able to understand role of the government and its policies in bringing reform.	1,2

TEXT BOOKS

1. Ritzer, George (2016) (5th edition). Sociological Theory. McGraw-Hill Education
2. Ahuja, Ram (2016) (3rd edition). Social problems of India. Rawat publications.

REFERENCE BOOKS:

1. Rao, Shankar, C.N. (2015) (New edition). Principles of Sociology with and Introduction to Social Thought. S. Chand Publication.
2. Ahuja, Ram (2016) (3rd edition). Social problems of India. Rawat publications
3. Madan, G.R., (2018) (7th edition). Indian Social problems. Allied publishers Pvt. Ltd

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Understand the Fundamental Concepts of Sociology	1,3 ,2
2	Analyze the Interrelationship Between Sociology and Other Social Sciences	1,2
3	Grasp Basic Sociological Concepts and Theories	7.8, 3
4	Understand Social Groups and Social Processes	5,7
5	Comprehend the Dynamics of Social Institutions and Social Stratification	5,8

SEMESTER – IV									
Course Title	MOOCS CE III								
Course code	22BACE221R	Total credits: 2	L	T	P	S	R	O/ F	C
		Total hours: 0T+60P	0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	Fall/ IV semester of second year of the programme								
Course Objectives (Minimum 3)	1. To Learn key concepts in particular subject from top international experts. 2. To Improve student's problem-solving and critical thinking skills through assignments. 3. To apply course knowledge to real-life situations and enhance professional skills.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance teamwork and collaboration skills through group projects and discussions.								
MOOCS CE II is provided through Coursera Platform, which is an online course where students are allowed to take course/courses per semester on the basis of the hours with relevance to the credit and the courses are provided from the international universities across the world. During the courses, students have to submit assignments, quizzes.									

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	4,5,8,9
2	Develop skills to analyze information critically and propose effective solutions.	3,4,5,6,7,8,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	5,6,7,8,9
4	Apply knowledge and skills learned in the course to real-world situations effectively.	2,4,5,8,9
5	Enhance teamwork and collaboration skills through group projects and discussions.	5,6,7,8,9

SEMESTER – IV									
Course Title	Universal Human Value + Professional Ethics								
Course code	22UHV101R	Total credits: 2 Total hours: 15T+30P	L	T	P	S	R	O / F	C
			1	0	2	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	Fall/ IV semester of Second year of the programme								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. Develop holistic perspective based on self-exploration about self (human being), family, society and nature/existence. 2. Understand (or developing clarity) of harmony in human beings, family, society and nature/existence. 3. Strengthen self-reflection. 4. Develop Commitment and courage to act. 								
CO1	Learn and understand the Need, Guidelines, Content and Process for Value Education								
CO2	Fulfill the human aspirations like understanding and living in harmony at various levels								
CO3	Learn and understand harmony in family and society								
CO4	Learn and understand harmony in nature and existence								
CO5									
Unit -No.	Content		Contact Hour	Learning Outcome				KL	
I	Course Introduction - Need, Basic Guidelines, Content and Process for Value Education I. Understanding the need, basic guidelines, content, and process for Value Education II. Self-Exploration–what is it? - its content and process; Natural Acceptance” and Experiential Validation- as the mechanism for self- exploration III. Continuous Happiness and Prosperity- A look at basic Human Aspirations IV. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfilment of aspirations of every human being with their correct priority V. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario Method to fulfil the above human aspirations: understanding and living in harmony at various levels.		8	Students will be able to learn and understand the Need, Guidelines, Content and Process for Value Education.				1,2	
II	UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself! I. Understanding human being as a co-existence of the sentient ‘I’ and the material Body II. Understanding the needs of Self (‘I’) and Body		9	Students will be able to fulfil the human aspirations like understanding and living in harmony at				2,3	

	<p>- Sukh and Suvidha</p> <p>III. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)</p> <p>IV. Understanding the characteristics and activities of 'I' and harmony in 'I'</p> <p>V. Understanding the harmony of 'I' with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail</p> <p>VI. Programs to ensure Sanyam and Swasthya - Practice Exercises and Case Studies will be taken up in Practice Sessions.</p>		various levels	
III	<p>UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship</p> <p>I. Understanding Harmony in the family – the basic unit of human interaction.</p> <p>II. Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.</p> <p>III. Understanding the meaning of Vishwas; Difference between intention and competence</p> <p>IV. Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship</p> <p>V. Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals</p> <p>VI. Visualizing a universal harmonious order in society- Undivided Society (Akhand Samaj), Universal Order (SarvabhaumVyawastha)- from family to world family! -Practice Exercises and Case Studies will be taken up in Practice Sessions.</p>	10	Students will be able to learn and understand harmony in family and society	3
IV	<p>Understanding Harmony in the Nature and Existence -Whole existence as Co-existence</p> <p>I. Understanding the harmony in the Nature</p> <p>II. Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature</p> <p>III. Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space</p> <p>IV. Holistic perception of harmony at all</p>	9	The students will be able to learn and understand harmony in nature and existence	3,4

	levels of existence-Practice Exercises and Case Studies will be taken up in Practice Sessions.			
V	<p>Implications of the above Holistic Understanding of Harmony on Professional Ethics</p> <p>I. Natural acceptance of human values</p> <p>II. Definitiveness of Ethical Human Conduct</p> <p>III. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order</p> <p>IV. Competence in professional ethics:</p> <p>V. Ability to utilize the professional competence for augmenting universal human order</p> <p>VI. Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,</p> <p>VII. Ability to identify and develop appropriate technologies and management patterns for above production systems.</p> <p>VIII. Case studies of typical holistic technologies, management models and production systems</p> <p>IX. Strategy for transition from the present state to Universal Human Order: At the level of individual: as socially and ecologically responsible engineers, technologists and managers</p> <p>At the level of society: as mutually enriching institutions and organizations</p>	9	The students will be able to learn the implications of Holistic Understanding of Harmony on Professional Ethics	3,5

TEXT BOOKS

1. R.R Gaur, R Sangal, G P Bagaria, *A foundation course in Human Values and professional Ethics*, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2

REFERENCE BOOKS

1. B L Bajpai, 2004, *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow. Reprinted 2008.
2. PL Dhar, RR Gaur, 1990, *Science and Humanism*, Commonwealth publishers.
3. Sussan George, 1976, *How the Other Half Dies*, Penguin Press. Reprinted 1986, 1991
4. Ivan Illich, 1974, *Energy & Equity*, The Trinity Press, Worcester, and Harper Collins, USA
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, *limits to Growth*, Club of Rome's Report, Universe Books.
6. Subhas Palekar, 2000, *How to practice Natural Farming, Pracheen (Vaidik Krishi Tantra Shodh, Amravati*
7. A Nagraj, 1998, *Jeevan Vidya ek Parichay*, Divya Path Sansthan, Amarkantak.

8. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, K Lond & Briggs, Britain.
9. A.N. Tripathy, 2003, *Human Values*, New Age International publishers.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Learn and understand the Need, Guidelines, Content and Process for Value Education	3,4,5,8,9
2	Fulfil the human aspirations like understanding and living in harmony at various levels	2,3,4,5,6,7,8,9
3	Learn and understand harmony in family and society	3,4,5,6,7
4	Learn and understand harmony in nature and existence	5,6,7,8,9

SEMESTER – V									
Course Title	SCIENCE, TECHNOLOGY AND SOCIETY								
Course code	22BASO225R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	IV								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. The course will highlight the role of science and technology in human lives. 2. Students will learn how science and technology shapes human societies, culture and their relationships. 3. The students will be able to understand the impact of technology on human beings and the changes brought in by technology. 								
CO1	Ability to demonstrate the importance of science and technology in human civilization.								
CO2	Ability to utilize science and technology knowledge into the wider context of society, culture, and politics.								
CO3	Identify social changes brought about by technology.								
CO4	Synthesised the impact of technology on human lives and changes brought in by technology.								
CO5	Apply scientific knowledge to assess the specific impacts of these advances in Indian society.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Knowledge and Science: Meaning Ethos and a Brief History of Development of Science from Babylonian Rulers	12	Student will understand the meaning and concept of science and technology and its history.				1,2		
II	Technology and Society: 1. Meaning of Technology 2. Growth of Technology in Human Society. 3. Significance of Technology in Culture	12	Students will learn about the significance of science and technology in culture				1,2		
III	Theories of Technological Development: 1. Evolutionary (L.H. Morgan) Technology, 2. Technology as an Economic Determinism and Social Change (Marx) & Weber, 3. Periodic Development	12	This unit will provide a comprehensive understanding of various theories of technology.				1,2		
IV	Technology and social change: 1. Impact of Technology on Major Social Institutions of India- Family, Marriage, Religion Economy and	12	This unit will help students understand the impact of technology on human lives and				1,2		

	Education		changes brought in by technology.	
V	Technological Modernization in present day human: 1. Information Technology-meaning and Types. 2. Multimedia, Computer, Internet 3. Information Networking Components of Information Network, 4. The Impact of the same in Indian	12	Students will be introduced to the contemporary technological advances and its impact in Indian society	1,2

Text Books

1. Oldroyd. (1986). The Arch of Knowledge: An Introductory Study of the Philosophy and Methodology of Science. New York and London: Methuen.
2. Kloor. (1991). Knowledge and Social Imagery. Chicago: The University of Chicago Press (first published in 1976).

References:

1. D. Oldroyd. (1886). The Arch of Knowledge: An Introductory Study of the Philosophy and Methodology of Science. New York and London: Methuen.
2. Kloor. (1881). Knowledge and Social Imagery. Chicago: The University of Chicago Press (first published in 1876). Facts and Artefacts. New York: Columbia Press.
3. MacKenzie, Donald and Judy Wajcman (1888) (eds.). The Social Shaping of Technology, 2nd edition, Open University Press.
4. Sismondo, Sergio. (208). An Introduction to Science and Technology Studies (2nd edition).

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Ability to demonstrate the importance of science and technology in human civilization.	1,3 4
2	Ability to utilize science and technology knowledge into the wider context of society, culture, and politics.	1,2
3	Identify social changes brought about by technology.	7,8,4
4	Synthesised the impact of technology on human lives and changes brought in by technology.	5,7
5	Apply scientific knowledge to assess the specific impacts of these advances in Indian society.	5,8

SEMESTER – V

Course Title	MEDICAL SOCIOLOGY								
Course code	22BASO312R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	V								
Course Objectives (Minimum 3)	1. It will help students understand the concept, meaning and various aspects of health. 2. It will help students understand the relationship between society and health. 3. It aims at understanding hospital as a social organization.								
CO1	Ability to highlight the concept of health through sociological lenses.								
CO2	Demonstrate the inter-relationship between society and health.								
CO3	Identify and address community health issues, considering social determinants.								
CO4	Apply knowledge to demonstrate how hospitals function as social institutions.								
CO5	Synthesised the concept of sick role from a sociological perspective.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Sociology of Health 1. Definitions and Dimensions, Aims and Scope 2. Relationship with Social Institutions 3. Social perspective of Health and Health care 4. Evaluation of Social Medicine: India and Abroad	12	Students will be introduced to the definition and various perspectives.				1,2		
II	Social Epidemiology 1. Social Epidemiology: Health Concepts and Statistics 2. Natural History of Disease 3. Man, and Environment 4. Aetiology of Social Epidemiology and Ecology o	12	Students will learn concepts of health and its history.				1,2		
III	Social Components in Therapy and Rehabilitation 1. Culture and Disease 2. Attitudes, Beliefs and Values Associated with Diseases; 3. Therapy and Rehabilitation.	12	Students will understand various social components of medical sociology.				1,2		
IV	Hospital as a Social Organization: 1. Types of Hospital: General, Specialty, Sanatoria, Dispensaries, PHCs, Teaching and Corporate Hospitals 2. Functions of Hospitals 3. Co-ordination and Supervision in Hospitals 4. Community Health Problem	12	Students will understand the Hospitals as social organization.				1,2		

V	The Sick Role and Patient Role: 1. Parson's Sick Role Theory 2. Inter-Personal Relationship in Hospital Settings 3. Health Programmes in Rural	12	To understand the concept of sick role from sociological perspective	1,2
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TEXT BOOKS:

1. Albrecht, Gary L and Fitzpatrick, R. (1994). Quality of life healthcare: Advances in Medical sociology, Jai Press, Mumbai.
2. Coe, Rodney. (1970). Sociology of Medicine, McGraw Hill, New York.
3. Cockerham, William. (1997). Medical sociology, Prentice Hall, New Jersey.

REFERENCEC:

1. Albrecht, Gary L and Fitzpatrick, R. (1884). Quality of life healthcare: Advances in Medical sociology, Jai Press, Mumbai.
2. Coe, Rodney. (1870). Sociology of Medicine, McGraw Hill, New York
3. Cockerham, William. (1887). Medical sociology, Prentice Hall, New Jersey
4. Conard, Peter et al. (2000). Hand Book of Medical sociology, Prentice Hall, New Jersey.
5. Dasgupta, R. (1883). Nutritional Planning in India, NIN, Hyderabad.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Ability to highlight the concept of health through sociological lenses.	1,3,4,9
2	Demonstrate the inter-relationship between society and health.	1,2
3	Identify and address community health issues, considering social determinants.	7.8, 4
4	Apply knowledge to demonstrate how hospitals function as social institutions.	5,7
5	Synthesised the concept of sick role from a sociological perspective.	3,4,5,8

SEMESTER – V									
Course Title	ETHNOGRAPHY URBAN								
Course code	22BASO313R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 30	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	V								
Course Objectives (Minimum 3)	1. The students get a close feel of the urban community and its settings. 2. Understand the dynamics and issues of the urban society. 3. Became aware of the sensitivities of people in dealing with the social issues. 4. It develops professional skills like documentation, reporting, communication skills.								
CO1	Ability to outline the urban community problems in its settings								
CO2	Analyze the complex dynamics and issues of urban society.								
CO3	Ability to create awareness and sensitivity in dealing with the perspectives and concerns of people in urban communities.								
CO4	Apply the research skills in the context of social work in urban setting.								
CO5	Evaluate the research process and outcomes to enhance overall research capabilities.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	The students would be exposed to the urban communities and in its settings where they can understand the dynamics of the urban society. The students would get a close feel of the urban community and its settings, understand the issues in the urban Society and become aware of the sensitivities of people in dealing with the social	6	Students will be exposed to urban setting	1,2					
II	They would also get a first-hand experience of the programmes and projects implemented in the urban communities by NGOs and government agencies and the impact that these have on the society. They also would interact with the community members to understand the tension between tradition and change that the urban communities in the region are likely experiencing,	6	Students will get to capture first hand experiences of urban communities.	1,2					
III	The students would also be able to identify the issues of the urban society. Normally a student spends seven hours over one day per week in	6	Students will be able to identify issues of urban societies.	1,2					

	field work and have to undergo minimum 8 days of field work			
IV	Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly.	6	Students will learn report writing.	1,2
V	At the end of the semester the student submits a summary report for the semester and viva	6	Students will be able to get a good research experience.	1,2

TEXT BOOKS:

1. Beteille, A. (1974), Studies in Agrarian Social Structure, Delhi: Oxford University Press.
2. Desai, A.R. (1969). Rural Sociology in India, Bombay: Popular Prakashan.
3. Dube, S.C. (1955), Indian Village, London: Routledge and Kegan Paul. 1

REFERENCE BOOKS:

1. Doshi, S.L. and P.C. Jain. (1999). Rural Sociology, Jaipur: Rawat Publication
2. Madan, Vandana. (2004). The Village in India. New Delhi: OUP.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Ability to outline the urban community problems in its settings	1,3 4
2	Analyze the complex dynamics and issues of urban society.	1,2
3	Ability to create awareness and sensitivity in dealing with the perspectives and concerns of people in urban communities.	7,8, 8
4	Apply the research skills in the context of social work in urban setting.	5,7
5	Evaluate the research process and outcomes to enhance overall research capabilities.	5,8

SEMESTER – V									
Course Title	RURAL SOCIOLOGY								
Course code	22BASO314R	Total credits: 3 Total hours: 45	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	V								
Course Objectives (Minimum 3)	1. Enabling the students about the conceptual framework of rural society. 2. The students are enlightened about the rural social, Economic and Political structure. 3. The students are enlightened about the governmental initiatives in the rural areas.								
CO1	Demonstrate the conceptual framework of rural society.								
CO2	Ability to synthesised the structures of rural society.								
CO3	Identify the impact and effectiveness of these initiatives on rural communities.								
CO4	Analyze the factors contributing to and implications of these changes.								
CO5	Ability to assess the functioning and challenges of the rural economic system.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Rural Sociology: 1. Development of Rural Sociology 2. Nature and Scope 3. Importance of Rural Sociology 4. Rural-Urban difference	9	Students will be introduced to the basic terms and concepts of Rural Sociology.					1,2	
II	Rural Social Structure and Social Stratification 1. Caste and Class in Rural Set Up and changing pattern 2. Inter Caste Relations and Jaimini System, 3. Rural Family and Changing pattern 4. Social framework of village	9	Students will learn about the social structure and stratification system of rural India					1,2	
III	Rural Political Structure: 1. Traditional Caste Panchayats 2. Panchayat before and after 73rd Amendment 3. New Panchayati Raj and 4. Empowerment of Women	9	Students will understand the political structure of rural areas.					1,2	
IV	Rural Economy: 1. Land Tenure and Land Reform 2. Green Revolution and its impact 3. Bonded and Migrant	9	Students will understand the rural					1,2	

	Labourers 4. Trends of Change in rural society 5. Sustainable development of rural society 6. Development of rural		economy	
V	Rural Social Change and Rural development programmes 1. Forces of social change and obstacles of social change in rural society 2. Emerging rural society in India 3. IRDP, NREP 4. MGNREGA, SGSY, Indira Awas Yojana, 5. Livelihood Mission, National	9	Students will learn about the various rural social changes.	1,2

TEXT BOOKS:

1. Beteille, A. (1874), Studies in Agrarian Social Structure, Delhi: Oxford University Press.
2. Desai, A.R. (1868). Rural Sociology in India, Bombay: Popular Prakashan.
3. Dube, S.C. (1855), Indian Village, London: Routledge and Kegan Paul. 1

REFERENCE BOOKS:

1. Doshi, S.L. and P.C. Jain. (1888). Rural Sociology, Jaipur: Rawat Publication
2. Madan, Vandana. (2004). The Village in India. New Delhi: OUP.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the conceptual framework of rural society.	1,3, 4,9
2	Ability to synthesised the structures of rural society.	1,2,8
3	Identify the impact and effectiveness of these initiatives on rural communities.	8,3
4	Analyze the factors contributing to and implications of these changes.	5,4
5	Ability to assess the functioning and challenges of the rural economic system.	4,5,8

SEMESTER – V									
Course Title	URBAN SOCIOLOGY								
Course code	22BASO316R	Total credits: 3 Total hours: 34	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	V								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> To understand the phenomenon of urban life and the idea of urbanism. To learn about urban processes such as development, displacement and urban slums. To introduce the students about the concepts of Urban society and its dynamics. 								
CO1	Ability to outline urbanisation process								
CO2	Ability to Identify urban processes such as development and displacement.								
CO3	Analyse the urban issues and urban governance.								
CO4	Ability to highlight the urban issues of India.								
CO5	Evaluate the various governance patterns in Urban society.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	Introducing 1. Definition, Urban Sociology: 2. Nature 3. Subject Matter of Urban Sociology 4. Importance of Urban Sociology.	8	Students will Be introduced to the basic terms and concepts of Urban Sociology.	1,2					
II	Growth of Cities: 1. Urban 2. Urbanism 3. Urban community 4. Growth of City 5. Classification of Cities.	8	Students will learn about the growth of cities.	1,2					
III	Process of Urbanization: 1. Definition and Nature of Urbanization 2. Causes and consequences of Urbanization.	6	Students will understand the process of urbanization and its consequences.	1,2					
IV	Urban Issues in India: 1. Urban Poverty 2. Slums 3. Housing Problem 4. Environment Pollution.	12	Students will understand the urban issues of India.	1,2					

V	Urban Governance: 1. Local Self-Government 2. Municipality and Municipal Corporation and 3. Urban Planning	12	Students will learn about various governance patterns in Urban society.	1,2
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Text books

1. Mumford, L. (2008). The City in History: Its Origins, its Transformations, and its Prospects. San Diego, Calif: Harcourt.
2. Rao. (1880). Urban Sociology in India, Orient K Lackswan Private Limited - New Delhi
3. Simmel, Georg. (1803). Metropolis and the Mental Life in Gary Bridge and Sophie Watson, eds. The K Lackswell City Reader. Oxford and Malden, MA: Wiley-K Lackswell

REFERENCE BOOKS:

1. Wirth, Louis. (1838). Urbanism as a way of Life in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 1-24
2. Weber, Max. (1878). The city. The Free Press: New York.
3. Simmel, Georg. (1803). "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. The K Lackswell City Reader. Oxford and Malden, MA: Wiley-K Lackswell, 2002.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Ability to outline urbanisation process	1,3, 4,5,9
2	Ability to Identify urban processes such as development and displacement.	1,2,4
3	Analyse the urban issues and urban governance.	2,3, 8
4	Ability to highlight the urban issues of India.	4,5,7,9
5	Evaluate the various governance patterns in Urban society.	5,8,9

SEMESTER – V									
Course Title	INDUSTRIAL SOCIOLOGY								
Course code	22BASO317R	Total credits: 3	L	T	P	S	R	O/F	C
		Total hours: 60	3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	V								
Course Objectives (Minimum 3)	1. The students will be able to understand about the sociology of Industry 2. The student are aware about employee’s organization 3. The students are enlightened about the development of industries in India								
CO1	Ability to analyse and interpret the dynamics of industrial settings.								
CO2	Demonstrate the organizational structures and their impact on the workplace.								
CO3	Ability to analyze the trade union and the importance of labour welfare in society.								
CO4	Evaluate the effectiveness and limitations of trade unions in different industrial scenarios.								
CO5	Ability to outline the impact of industrial growth on society.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	Introduction to Industrial Sociology 1. Definition of Industry, Meaning of Industrialization 2. Emergence and Development of Industrial sociology 3. Nature and Scope of Industrial sociology 4. Importance of Industrial	12	Students will be introduced to the basic terms and concepts of Industrial Sociology					1,2	
II	Employee Organization 1. Meaning of Organization, Formal Organization, Informal Organization, 2. Principles of Organization, 3. Managerial Functions: a) Blue Collar b) White Collar c) MNC and their roles	12	Students will learn about the employee organization.					1,2	
III	Labour Welfare 1. Concept of Labour Welfare 2. Necessity of labour welfare in India 3. Labour Welfare Activities Undertaken by the Government of India. 4. Agencies for Labour Welfare	12	Students will understand the concept of labour welfare.					1,2	

IV	Trade Union 1. Development of Trade Union in India 2. Types of Trade Union 3. Functions of trade union in India 4. Advantages and Disadvantages, of Trade Union	12	Students will understand the concept of trade union, its types, advantages and drawbacks	1,2
V	Industrial Development in India: 1. Industrialisation and the Indian Society 2. Factors of Industrial growth in India 3. Effects of Industrialisation 4. Post Industrial Society	12	Students will learn about the various industrial developments in India.	1,2

Text Book:

1. Gisbert, Pascal. (1872) Fundamentals of Industrial Sociology, New Delhi, Tata Mcgraw Hill
2. Davis, Keith. (1884) Human Behaviour at work, New Delhi, Mcgraw Hill

Reference Books:

1. Monappa, Arun. (1885). Industrial Relations in India, Tata McGraw Hill, New Delhi.
2. Schneider, Eugene, V. (1871). Industrial Sociology. New Delhi: Tata Mcgraw Hill publishing Company Ltd.
3. Saxena R.C. (2006). labour problems and social welfare, Meerut: K. Nathand Co.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Ability to analyse and interpret the dynamics of industrial settings.	1,3, 4
2	Demonstrate the organizational structures and their impact on the workplace.	2,4
3	Ability to analyze the trade union and the importance of labour welfare in society.	8,9
4	Evaluate the effectiveness and limitations of trade unions in different industrial scenarios.	5, 3
5	Ability to outline the impact of industrial growth on society.	6,5,8

SEMESTER – V									
Course Title	TECHNO-PROFESSIONAL SKILL-IV								
Course code	22BASO318R	Total credits: 1	L	T	P	S	R	O/F	C
		Total hours: 15	0	0	2	0	0	0	1
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	V								
Course Objectives (Minimum 3)	1. To develop professionally and enhance experiential learning 2.ToDevelop essential learning skills that help students improve their future career prospects and prepare them to excel academically.								
CO1	Apply knowledge to summarize complex ideas, including future directions, from psychological sources and research accurately.								
CO2	Demonstrate the empirical study of psychological problems using operational descriptions.								
CO3	Evaluate the clarity and conciseness of constructed arguments using psychological principles.								
CO4	Synthesize creative thinking to solve complex psychological problems.								
CO5	Ability to examine the relevance and significance of observations in the context of psychological principles.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Organizing and Developing Your Ideas and Writing Formulating your ideas; Assessing your sources; How to conduct a literature search; How to read and summarize a Journal	3	Students will develop the knowledge of formulating new ideas and to conduct a quality literature review.				1,2		
II	Collaboration and teamwork Give and seek input from others (in formulating plans for recommendations) Assist others in solving problems and achieving own goals. Share information, ideas, and suggestions. Ask for help in identifying and achieving goals and solving problem	3	Students will be able to learn how to work and collaborate in team				1,2		
III	Organization/time management skills to organize mini events related to certain topics of their course	3	Students will be able to learn how to organize and manage time				1,2		
IV	Communication skills and case studies Identifying communication error Identifying possible solution or strategy for preventing problems	3	The students will be able to identify communication errors and to incorporate possible strategies to prevent errors				1,2		

V	Social Awareness News Paper Reading, Field Observations, Domain Specific Current Affairs.	3	It will be enable the students with critical observation skills to watch the given scenario	1,2
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References Books

1. Beins, B. C., & Beins, A. M. (2020). Effective writing in psychology: Papers, posters, and presentations (3rd ed.).
2. Association (7th ed.). Washington, DC: American Psychological Association.

Other Learning Resources:

1. <https://www.bing.com/videos/search?q=Academic+writing+you+tube+research&docid=603532644149918944&mid=47AEF928A9C355FD1D9747AEF928A9C355FD1D97&view=detail&FORM=VIRE>
2. <https://www.socialtaKLes.com/KLog/event-planning/event-planning-skills/>
3. <https://tokyo.globalindianschool.org/KLog-details/importance-of-communication-skills-for-students>

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply knowledge to summarize complex ideas, including future directions, from psychological sources and research accurately.	3, 4,8
2	Demonstrate the empirical study of psychological problems using operational descriptions.	3,7
3	Evaluate the clarity and conciseness of constructed arguments using psychological principles.	3,5
4	Synthesize creative thinking to solve complex psychological problems.	5,7
5	Ability to examine the relevance and significance of observations in the context of psychological principles.	3,5,8

SEMESTER – V									
Course Title	GENDER SENSITIZATION								
Course code	22BASO321R	Total credits: 3 Total hours: 60	L	T	P	S	R	O/F	C
			3	0	0	0	0	0	3
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	V								
Course Objectives (Minimum 3)	1. To enlighten the students about the different concepts in gender studies 2. To acquaint the students about the social construction of gender 3. To awaken the students about the quality of life of women								
CO1	Ability to analyze and interpret the implications of these issues in various contexts.								
CO2	Demonstrate the interplay and implications of gender.								
CO3	Ability to synthesize information to understand the gendered division of labour.								
CO4	Apply strategies to counter gender discrimination and promote equality								
CO5	Identify the importance of equality in work and life.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Understanding Gender Introduction: Conceptualization Gender Definition of Gender, Basic Gender Concepts and Terminology. Exploring Attitudes towards Gender Construction of Gender Socialization: Making Women, Making Men, Preparing for Womanhood. Growing	12	Aware about the basic concepts in gender studies				1,2		
II	Gender Roles and Relations Struggles with Discrimination, Gender Roles and Relations, Types of Gender Roles, Gender Spectrum: Beyond the Binary	12	This unit will enlighten the students on gender roles and discrimination related to gender				1,2		
III	Gender and Labour Division and Valuation of Labour-Housework: The Invisible Labor- “My Mother doesn’t Work.” “Share the Load.”-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. Gender Development Issues-Gender, Sustainable Development, Gender and Human Rights	12	Students will understand the gender wise division of labour in the society and how development of society is related to the development of all the genders				1,2		
IV	Gender – Based Violence the Concept of Violence, Types of Gender-based Violence. Gender-based Violence from a Human Rights Perspective,	12	Students will analyze the gender-based violence in different settings.				1,2		

	Sexual Harassment at workplace, Coping with Everyday Harassment Further Reading: “Chupulu”. Domestic Violence: Speaking Out/Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence KLaming the Victim- “I Fought			
V	Gender and Culture Just Relationships: Being Together as Equals Mary Kom and OnlerKom. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks The Brave	12	Students will learn the relationship between Gender and Culture, and how culture impacts the gender	1,2

TEXT BOOKS:

1. Delamont Sara. (2003). Feminist Sociology .London: Sage publications. Delhi: Sage publications.
2. Hesse Biber, Nagy Sharelene (2007). Handbook of Feminist Research: Theory and Praxis. New.
3. Madhu Kumari (2011) Women Empower mentand Social Change, Random publications: New Delhi.
4. Mary Holmes, 2007. What is Gender? Sociological Approaches. New Delhi:

REFERENCE BOOKS:

1. Bhrugubanda, U. M. (2022). A World of Equals: A Textbook on Gender. Edited by Susie
2. Tharu, A. Suneetha and Uma Maheswari Bhrugubanda. Orient K Lackswan.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Apply knowledge to summarize complex ideas, including future directions, from psychological sources and research accurately.	1, 3, 2
2	Demonstrate the empirical study of psychological problems using operational descriptions.	1,2
3	Evaluate the clarity and conciseness of constructed arguments using psychological principles.	7,8,
4	Synthesize creative thinking to solve complex psychological problems.	4,5,7
5	Ability to examine the relevance and significance of observations in the context of psychological principles.	3,5,8

SEMESTER – V

Course Title	MOOCS CE IV								
Course code	22BACE311R	Total credits: 2 Total hours: T+0P	L	T	P	S	R	O/ F	C
			0	0	4	0	0	0	2
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	Fall/ V semester of third year of the programme								
Course Objectives (Minimum 3)	1. To Learn key concepts in particular subject from top international experts. 2. To Improve student's problem-solving and critical thinking skills through assignments. 3. To apply course knowledge to real-life situations and enhance professional skills.								
CO1	Gain a solid understanding of the subject matter, including key concepts and theories.								
CO2	Develop skills to analyze information critically and propose effective solutions.								
CO3	Improve ability to communicate ideas clearly, both in writing and speaking.								
CO4	Apply knowledge and skills learned in the course to real-world situations effectively.								
CO5	Enhance teamwork and collaboration skills through group projects and discussions.								

COURSE DESCRIPTION:

MOOCS is provided through Coursera Platform, which is an online course where students are allowed to take course/courses per semester on the basis of the hours with relevance to the credit and the courses are provided from the international universities across the world. During the courses, students have to submit assignments, quizzes. On the successful completion of the course, they get certificates which are marked in the End Semester exam that is out of 60 and 40 internal assessments where viva is conducted.

REFERENCE BOOKS: N/A

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Gain a solid understanding of the subject matter, including key concepts and theories.	3,4,5, 8,9
2	Develop skills to analyze information critically and propose effective solutions.	5, 6,7,8,9
3	Improve ability to communicate ideas clearly, both in writing and speaking.	2,3,4,7,8
4	Apply knowledge and skills learned in the course to real-world situations effectively.	3,4,5, 8,9
5	Enhance teamwork and collaboration skills through group projects and discussions.	2,3,4,5, 6
SEMESTER – VI		

Course Title	SOCIOLOGY OF GENDER								
Course code	22BASO321R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	VI								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. To enlighten the students about the different concepts in gender studies 2. To acquaint the students about the social construction of gender 3. To awaken the students about the quality of life of women 								
CO1	Ability to outline the various concepts used in gender studies.								
CO2	Comprehend the dynamics of prevailing gender relations in society.								
CO3	Apply knowledge to demonstrate how gender issues intersect with class, caste, family, and work.								
CO4	Evaluate the factors contributing to and hindering the improvement of women's quality of life.								
CO5	Identify the factors influencing the quality of life for women.								
Unit-No.	Content	Contact Hour	Learning Outcome				KL		
I	Introduction Man, Women Gender, Sex, Sexuality production of Masculinity and Femininity	12	Aware about the basic concepts in gender studies.				1,2		
II	Social construction of Gender 1. Women family: roles and functions as defined by patriarchal ideology 2. Private Vs. Public dichotomy; 3. Sexual Division of Labour	12	Students can analyse how gender is socially constructed in the society				1,2		
III	Gender Differences and Inequalities Class, Caste, Family, Work	12	The students will be able to understand the Gender Differences				1,2		
IV	Gender, Power Resistance Power Subordinates, Resistance and Movements	12	Students can evaluate the relationship between gender, power and resistance				1,2		
V	Issues affecting Equality of Life of Women Health Land rights Violence, Communalism, Ecology and Development	12	Students will be able to understand role of Equality of Life of Women				1,2		

TEXT BOOKS

1. Maccoby, Eleanor and Carol Jacklin. (1875). The Psychology of Sex Differences, Stanford, Stanford University Press
2. McCormack, C. And M. Strathern (ed), (1880). Nature, Culture and Gender, Cambridge: Cambridge University Press
3. Oakley, Ann. (1872). Sex, Gender and Society, New York, Harper and Row
4. Sharma, Ursula (1883). Women, Work and Property in North-West India, London Tavistock
5. Ghadially, Rehana(ed). (1888). Women in India Society, New Delhi, Sage Publication.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Ability to outline the various concepts used in gender studies.	1,3 4
2	Comprehend the dynamics of prevailing gender relations in society.	1,2,3
3	Apply knowledge to demonstrate how gender issues intersect with class, caste, family, and work.	4,7,8
4	Evaluate the factors contributing to and hindering the improvement of women's quality of life.	5,7
5	Identify the factors influencing the quality of life for women.	4,5,8

SEMESTER – VI									
Course Title	SOCIOLOGY OF SOCIAL MOVEMENTS								
Course code	22BASO321R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	VI								
Course Objectives (Minimum 3)	1. This paper attempts to make the students aware about the concept of social movement. 2. The paper aims to introduce the theories of Social Movement. 3. It will enlighten the students on the major social movements that human society has witnessed								
CO1	Ability to highlight the concept, characteristics, types, and stages of Social Movement								
CO2	Analyze the consequences of social movements in society critically.								
CO3	Identify the nature of social movement through theories								
CO4	Ability to synthesised the backward castes and Tribal Movement in India								
CO5	Ability to create awareness about women’s Movement, Human Rights Movement.								
Unit-No.	Content	Contact Hour	Learning Outcome	KL					
I	1. Definition of Social Movement 2. Characteristics and Types of Social Movements 3. Causes of social Movement	12	Aware about the basic concepts in gender studies.	1,2					
II	Theories on Social Movements 1. Structural-functional 2. Weberian 3. Marxist	12	Students can analyse how gender is socially constructed in the society	1,2					
III	Socio-Religious Movements	12	The students will be able to understand the Gender Differences	1,2					
IV	Gender, Power Resistance Power Subordinates, Resistance and Movements	12	Students can evaluate the relationship between gender, power and resistance	1,2					
V	Issues affecting Equality of Life of Women Health Land rights Violence, Communalism, Ecology and Development	12	Students will be able to understand role of Equality of Life of Women	1,2					

TEXT BOOKS

1. Kumar, R. (1887). History of Doing: Anil Iustrated Account of Movements for Women’s Rights and Feminism in India, New Delhi: Zubba

2. Agnihotri, I. and Mazumdar, V. (208). Changing Terms of Political Discourse: Women's Movement in India, in T.K. Oomen(ed.), Social Movements II: Concerns of Equity and Security, New Delhi: OUP.
3. Geetha, V and Rajadurai, S. V. (1888). Towards a Non-Brahmin Millennium: From Iyothee Thassto Periyar. Delhi: Popular Prakashan.

REFERENCE BOOKS

1. Omvelt, Gail (1883). Social Movements in India, Rowman & Little field, INC, Oxford.
2. Rao, M. S. A. (1878). Social Movements in India. New Delhi: Manohar
3. Shah, G. (2012). Social Movements in India: A Review of Literature. New Delhi: Sage Publication
4. Singh, K. S. (1882). Tribal Movements in India, Foundation Pub. New Delhi

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Ability to highlight the concept, characteristics, types, and stages of Social Movement	1,3,4,7
2	Analyze the consequences of social movements in society critically.	1,2,4
3	Identify the nature of social movement through theories	1,7,8
4	Ability to synthesised the backward castes and Tribal Movement in India	2,5,7
5	Ability to create an awareness about women's Movement, Human Rights Movement.	5,8,9

SEMESTER – VI									
Course Title	GLOBALIZATION AND SOCIETY								
Course code	22BASO323R	Total credits: 4	L	T	P	S	R	O/F	C
		Total hours: 60	4	0	0	0	0	0	4
Pre-requisite	Nil	Co-requisite	Nil						
Programme	Bachelor in Sociology								
Semester	VI								
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. The paper aims to introduce the concept, characteristics and disuses of globalization. 2. To familiarize the students with the agencies involved in the process of globalization. 3. To acquaint the students with the Indian experience of globalization and reflect on its problems and prospects. 								
CO1	Demonstrate the relationship between globalization and culture.								
CO2	Examine the impact of globalization.								
CO3	Analyze the trends and prospects of globalization.								
CO4	Students can understand globalization across the nation states								
CO5	Understand the impact of globalisation on Indian society.								
Unit-No.	Content	Contact Hour	Learning Outcome					KL	
I	History and Social Context of Globalization: <ol style="list-style-type: none"> 1. Capitalism, Modernization and globalization; 2. Characteristics of Globalization; 3. Role of Information and Communication Technology 4. Advantages and Disadvantages of Globalization 	12	Gain knowledge about the concept of globalisation					1,2	
II	Agencies for Globalization: <ol style="list-style-type: none"> 1. Agencies of Globalization 2. Multinational Corporations 3. Nation-State, Media, Market, Non-Governmental Organizations, 4. International Agencies (IMF, World. Bank etc) 	12	Will know about the agencies of globalization					1,2	
III	Globalization and Culture: <ol style="list-style-type: none"> 1. Ethos: Unbridled Freedom, Individualism, Consumerism 2. Cultural Homogenization, 3. Hegemony and Dominance 4. Global Tourism 5. Diasporic Communities 	12	Can analyse the Relationship between Globalization and Culture					1,2	

IV	Social Consciousness and Globalization: 1. Inequality among and within Nation States 2. Differential Perception of Globalization among Nation 3. Socioeconomic Impact of Globalization 4. Impact of Globalization on Poor and Women.	12	Students can understand globalization across the nation states and its impact on poor and women	1,2
V	Globalization in India: 1. Globalization and Public Policy 2. Trends and Prospects of Globalization	12	Impact of globalization in India	1,2

TEXT BOOKS:

1. Appadurai, Arjun. (1987). Modernity at large: Cultural Dimensions of Globalization, Oxford University Press, New Delhi.
2. Giddens, Anthony. (1986). Global problems and Ecological Crisis in Introduction to sociology 2nd edition, WW Norton and Co., New York.

REFERENCE BOOKS:

1. Jean T. (2002). The hidden dimension of globalization: What is at stake geographically? Global Policy Forum, New York.
2. Tomlinson, John. (1988) Globalization and Culture. Chicago University Press.
3. Hopper, Paul. (2007). Understanding Cultural Globalization. Polity.

OTHER LEARNING RESOURCES:

1. https://www.researchgate.net/publication/287676601_Globalization_Its_Effect
2. https://www.researchgate.net/publication/274640873_Understanding_Globalization_and_its_Future_An_Analysis

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the relationship between globalization and culture.	3,4,9
2	Examine the impact of globalization.	3,4
3	Analyze the trends and prospects of globalization.	7,8
4	Students can understand globalization across the nation states	3,5,7
5	Understand the impact of globalisation on Indian society.	2,5,8
SEMESTER – VI		

Course Title	COMMUNICATION SKILLS									
Course code	22BASO325R	Total credits: 3 Total hours: 30	L	T	P	S	R	O/F	C	
			3	0	0	0	0	0	3	
Pre-requisite	Nil	Co-requisite	Nil							
Programme	Bachelor in Sociology									
Semester	VI									
Course Objectives (Minimum 3)	<ol style="list-style-type: none"> 1. The paper aims to introduce the concept, characteristics a disuse of globalization. 2. To familiarize the students with the agencies involved in the process of globalization. 3. To acquaint the students with the Indian experience of globalization and reflect on its problems and prospects. 									
CO1	Demonstrate the relationship between globalization and culture.									
CO2	Examine the impact of globalization.									
CO3	Analyze the trends and prospects of globalization.									
CO4	Understand the components and types of communication.									
CO5	Apply communication techniques in social work practice.									
Unit-No.	Content		Contact Hour	Learning Outcome					KL	
I	Introduction to Communication - Concept, Components Process and Elements of Communication, Types of Communication: Formal and Informal, Intrapersonal, Interpersonal and Mass, Verbal/Written and Non-Verbal.		6	Basic concepts in communication studies					1,2	
II	7 Cs of communication – Consciousness, Consideration Clarity, Concrete, Courtesy, Correctness and Completeness. Barriers of communication.		6	Students will understand the 7 Cs of Communication					1,2	
III	Nature and Characteristics of Development Communication - Techniques – Information Dissemination and education, behaviours change, social marketing, social mobilization, media advocacy, communication for social change and community participation.		6	Concept of Development Communication					1,2	
IV	Communication Skills- Effective Listening, Speaking, Writing. Feedback – Characteristics, types and Loop. Communication in Social Work Practice: Agency Structure and		6	Apply the skills for effective communication					1,2	

	Communication; Social Worker and the Communication System			
V	Use of Communication languages and Role of Media - Emails, Video conferencing systems, electronic newspaper, Tele communication, and its tools (Facebook, WhatsApp, Twitter), Communication network. Conventional Communication Tools in Prevention and Resolving Community Issues: Use of Puppets, Songs, Folklore, Street Theatre/Play, Posters, Logos and Exhibitions.	6	Application of communication and role of Media	1,2

TEXT BOOKS:

1. Adair, John. Effective Communication. London: Pan Macmillan Ltd.,2003.
2. Ajmani, J. C. Good English: Getting it Right. New Delhi: RupaPublications,2012.
3. Amos, Julie-Ann. Handling Tough Job Interviews. Mumbai: JaicoPublishing,2004.
4. Bonet, Diana. The Business of Listening: Third Edition. New Delhi: VivaBooks,2004.
5. Bovee, Courtland L, John V. Thill & Barbara E. Schatzman. Business Communication Today: Tenth Edition. New Jersey: PrenticeHall,208.

REFERENCE BOOKS:

1. Joshi U. (2001), Understanding Development Communication, Dominant publishers, New Delhi
2. Nair K S, White, Shirley. (1883), Perspectives on development communication, age publications, New Delhi.
3. Narula U. (1884), Development communication, Harananda publishers.
4. Joseph D. (1883), The dynamics of mass communication.

RELATIONSHIP BETWEEN COURSE OUTCOMES (CO) AND PROGRAM OUTCOMES

CO PO Mapping		
SN	Course Outcome (CO)	Mapped Program Outcome
1	Demonstrate the relationship between globalization and culture.	3,4
2	Examine the impact of globalization.	2,3
3	Analyze the trends and prospects of globalization.	6,8
4	Understand the components and types of communication.	5,7
5	Apply communication techniques in social work practice.	5,8,9

MAPPING TABLE

	Course Code	Course Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
1.	22BASO111R	Fundamentals of Sociology									
2.	22BASO112R	Social Change, Culture and Development									
3.	22BASO113R	Sociology of India									
4.	23BASO114R	Concept of Human Growth and Development									
5.	22UBEC111	Extra Curricular									
6.	22UBPD113R	Introductory English									
7.	22BASO121R	Classical Sociological Thoughts									
8.	22BASO122R	Sociology of Kinship									
9.	22BASO123R	Indian Society: Issues and ProKLems									
10	22BASO124R	Fundamental processes of human behaviour									
11	22BASO125R	Techno-Professional Skill I									
12	22BACE121R	MOOCS CE I									
13	22UBCC121	Co Curricular									
14	22UBEC121	Extra Curricular									
15	22UBPD123R	Implicative English									
16	22UUDL83R	Computational Systems and Digital World									
17	22BASO211R	Contemporary Sociological Thoughts									
18	22BASO212R	Political Sociology									
19	22BASO213R	Introduction to Social Psychology									
20	22BASO214R	GE- Social ProKLems of India									
21	22BASO215R	Techno-Professional Skill II									
22	22BACE211R	MOOCS CE II									
23	22UBCC211	Co Curricular									
24	22UBEC211	Extra Curricular									
25	22UBES201R	Environmental Studies									
26	22UBPD213R	Proficient Communication									
27	22BASO221R	Sociology of Development									

28	22BASO222R	Societies in North-East India										
29	22BASO223R	Ethnography-Rural										
30	22BASO224R	Techno-Professional Skills III										
31	22BASO225R	GE- Social ProKLems of India										
32	22BACE221R	MOOCS CE III										
33	22UBCC221	Co Curricular										
34	22UBEC221	Extra Curricular										
35	22UUV81R	Universal Human Values (UHV) + Professional Skill										
36	22UBPD223R	Campus to Corporate										
37	22BASO311R	Science, Technology and Society										
38	22BASO312R	Medical Sociology										
39	22BASO313R	Ethnography-Urban										
40	22BASO314R	Rural Sociology										
41	22BASO315R	Crime and Society										
42	22BASO316R	Urban Sociology										
43	22BASO317R	Industrial Sociology										
44	22BASO318R	Techno-Professional Skills IV										
45	22BASO318R	Gender Sensitization										
46	22BACE311R	MOOCS CE IV										
47	22BASO321R	Sociology of Gender										
48	22BASO322R	Sociology of Social Movements										
49	22BASO323R	Globalization and Society										
50	22BASO324R	Field Project										
51	22BASO325R	Communication Skills										